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ABSTRACT

This report chronicles the six-year growth (1972-1978) of Dallas County Community College District's (DCCCD) Instructional Television program (ITV), explaining the design, production, implementation, components, and evaluation of the telecourses within the program. It also includes discussions of local and national distribution of courses, profiles of DCCCD telecourse students, and descriptions of each of the telecourses. The usefulness and effectiveness of college-level instructional television is demonstrated and future directions of the program are explored. The report indicates that production has gone from a single, "talking head" course to seven completed college credit telecourses (with others in various stages of development, design, and planning), using a sophisticated instructional system which includes professionally produced video and print elements carefully integrated with other components in a well-designed learning package. Enrollments, the report relates, rose from 399 in the fall of 1972 to over 10,000 enrollments per academic year in 18 course offerings in 1977-1978. The findings relate how a once closed circuit broadcast delivery system for Dallas County now encompasses several delivery modes, both open and closed circuit and on- and off-campus availability, including a regional consortium and an international distribution system. (RC)

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ITV CLOSE-UP:

THE FIRST SIX YEARS

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JC 790 369

Prepared by the ITV Center

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May, 1978

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"When I first signed up for telecourses, my only thought was to just get through them. Now I can't say enough good things about them," says SUE PARKS.

The full-time bookkeeper and mother of two children never expected to like television courses. She had taken an instructional television course in another city ten years earlier and had found it very boring. She assumed that DCCCD telecourses would be the same. But now she eagerly confesses she was wrong.

Not only has she found telecourses interesting, she has also found that they arouse her interest in the world around her.

"I now have more interest in politics because of my involvement with TV courses. Before I took government and history on TV, I hadn't even voted in years. Now I catch myself reading about political events in the newspapers and listening to them on TV," Sue says.

Sue shares her new interest with her children. She says they enjoy watching the programs with her.

The parts she enjoys the most in the programs are the on-location segments. She also likes being able to watch the lessons in the comfort of her own living room. "But the best thing," she adds, "is you can make it up if you miss a lesson."

I. INTRODUCTION

For six years Dallas County Community College District has extended its campuses into the homes of Dallas County, Texas, residents through instructional television. In 1972 the District offered its first college credit telecourse as one more way of providing quality instruction to the heterogeneous county population with diverse backgrounds, aspirations, and needs. Today telecourses continue to provide an alternate delivery system for current students and for community members who are unable to take advantage of on-campus classes. A tax-assisted, multi-college District[1] operating under an open door admission policy, DCCCD serves more than 60,000 students each semester. Of the approximately 35,000 credit-seeking students, some 5,000 are enrolled in telecourses.

During the first six years of instructional television, DCCCD's production and implementation of telecourses has greatly expanded and improved. From the initial production of a single course, the DCCCD roster now includes seven completed college credit telecourses and several others in various stages of production, design, and planning. The nature of DCCCD telecourses has also changed from that of the first course, which was basically "talking heads" and mimeographed handouts, to a sophisticated instructional system which includes professionally produced video and print elements carefully integrated with other components in a well-designed learning package. Enrollments have risen from the original 399 for one course in Fall 1972 to over 10,000 enrollments per academic year in eighteen course offerings in 1977-78. The once exclusively open circuit broadcast delivery for Dallas County residents now encompasses several different delivery modes, both open and closed circuit and on- and off-campus, a regional consortium, and an international distribution.

ITV Close-up chronicles this six year growth; explains the design, production, implementation, and evaluation of telecourses within Dallas County; discusses local and national distribution; and profiles DCCCD telecourse students. Along the way, it demonstrates the usefulness and the effectiveness of college level instructional television and points toward future development.

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[1] DCCCD includes seven colleges: Brookhaven College, Cedar Valley College, Eastfield College, El Centro College, Mountain View College, North Lake College, and Richland College. Brookhaven College, which first opens its doors for the 1978-79 academic year, is not included in this report, which covers Fall 1972 through Spring 1978.

One reason FERNANDO GONZALEZ enrolls in telecourses is that he wants to be taught by well-known professionals, the experts in their fields.

Another reason is his erratic work schedule. As a surgical nurse, he must always be available to assist in the operating room. His job makes it impossible for him to attend on-campus classes. With telecourses, however, he never misses calls from his work, nor does he miss out on finishing his education.

"I can stay home and study at my own pace, at my own desk, in my pajamas with a good cup of coffee," he says.

And when he is called away to work, he doesn't have to worry about missing any lessons. "I am able to tape entire programs, which is a great advantage because I can then replay them as many times as I want," the thirty-three-year-old bachelor explains.

He believes it takes great self-discipline to complete telecourses. "You must truly apply yourself and study with TV courses," he says. To Fernando, that means studying every day to reach his goal: a Bachelor of Science degree.

II. HISTORY OF TELECOURSES IN DCCCD

The Beginning

Since preliminary investigation pointed to television as a good medium for an outreach program to serve the citizens of Dallas County, DCCCD Chancellor Bill J. Priest and the Board of Trustees decided that the District would produce an experimental college credit course to be delivered via television. In 1972 AMERICAN GOVERNMENT, an introduction to federal and Texas governments, was chosen as the pilot project. It was a good choice. In Texas, all baccalaureate candidates of state-supported institutions must complete this course to graduate, and all teachers in public schools must complete the course for teacher certification. As a potentially high enrollment telecourse, AMERICAN GOVERNMENT could provide important information about future television use, such as community need, student acceptance, cost effectiveness, and instructional credibility.

Developed by a faculty committee and produced by Dallas public television station KERA/Channel 13, AMERICAN GOVERNMENT went on the air for the first time in the Fall 1972 semester. Basically sound academically, the course included the main elements which make up a telecourse today: telelessons, a textbook, a study guide, an on-campus instructor, examinations, various communications with the students. However, overall, the components and the design were fairly primitive. There was little utilization of the special strengths of the video medium, and the study guide was barely more than a syllabus. Nevertheless, 399 students enrolled and considered the course satisfactory. When the figures were tallied for the Spring 1973 semester, 493 students had enrolled for the same course.

Enrollments and student surveys clearly showed that telecourses satisfied a community need; thus, AMERICAN GOVERNMENT went on the air again in Fall 1973 with some upgrading in the implementation and study guide.

The Regional "Consortium"

Because residents of neighboring Tarrant County receive the same broadcast signal as those in Dallas County, a partnership between DCCCD and Tarrant County Junior College District (TCJC) was a natural outgrowth of the first telecourse. Initially, TCJC shared operating costs and used AMERICAN GOVERNMENT as a credit offering for the Tarrant community. Later, the two college systems decided to produce fifteen half-hour telelessons about the ecological concerns of North Texas to complement fifteen half-hour telelessons produced by Miami-Dade Community College District in Florida and released for national distribution as MAN AND ENVIRONMENT. Offered as Ecology 290, this course went on the air in Fall 1973 along with AMERICAN GOVERNMENT.

Since 1974 several other colleges that receive the KERA broadcast signal either directly or via cable have used DCCCD-initiated telecourse broadcasts as part of their curricula. Colleges decide on a semester-by-semester basis to offer one or more of the telecourses by paying a fee to DCCCD based upon their enrollments. Midland College, Weatherford College, Navarro College, McLennan College, Hill Junior College, and Jacksonville College have also joined TCJC and DCCCD in this loosely organized, but well-functioning, regional consortium of colleges using telecourses.

The Commitment

Careful attention to costs, campus impact, and student successes with telecourses led to a firm District commitment to television for instruction. With this commitment came the creation of the Instructional Television Center. Established in Spring 1974, the Center's tasks included designing and producing new telecourses; implementing telecourses produced by DCCCD and others; evaluating and revising telecourses as needed; and providing telecourse student and faculty services (such as production of examinations, distribution of newsletters, a hotline telephone service to answer student questions, and so on).

The establishment of the ITV Center brought the question of centralized or individual college control into sharp focus. On the one hand, a single administrative office would have simplified the operational side of telecourse management. On the other hand, a centralized administration would have removed telecourses from the regular college curriculum. Faculty acceptance of instructional television as a legitimate, alternate delivery system would have been more difficult to win and to maintain; integration of students into the campus community would also have been more difficult. Thus, from the beginning, the ITV Center has coordinated telecourse operations, but each District college has administered its own management system. Students taking courses by television were and remain regularly enrolled students in a District college and are, consequently, entitled to full college services. Telecourses are recognized as another way to offer regularly scheduled credit courses, and students who successfully complete them are given credit by the college administering the course. DCCCD colleges do not indicate either television or any other instructional mode on transcripts.

The establishment of the ITV Center brought several other important decisions in 1974: to remake AMERICAN GOVERNMENT; to search for more telecourses produced by other institutions which would serve the needs of Dallas citizens; and to produce more DCCCD telecourses.

DCCCD-Produced Telecourses

DCCCD has now completed seven college credit telecourses:

1. AMERICAN GOVERNMENT (first semester American government) first broadcast Fall 1972. Complete remake Fall 1974. Revised Fall 1977. Offered sixteen terms.
2. WRITING FOR A REASON (first semester freshman English) first broadcast Fall 1974. Offered eight terms.
3. COMMUNICATING THROUGH LITERATURE (second semester freshman English) first broadcast Fall 1975. Remade Fall 1976. Offered five terms.
4. IT'S EVERYBODY'S BUSINESS (introduction to business) first broadcast Fall 1975. Revised Fall 1977. Offered seven terms.
5. EARTH, SEA & SKY (introduction to earth science with lab) first broadcast Spring 1977. Revised Fall 1977. Offered three terms.
6. IN OUR OWN IMAGE (introduction to humanities) first broadcast Spring 1977. Offered three terms.
7. THE AMERICAN STORY (American history from the beginning until 1877) first broadcast Fall 1977. Offered two terms.

The DCCCD techniques of design and production are continuously evaluated and improved to insure finer telecourses. The first course was produced in five months; the second two courses, in seven months each; and the latest three courses, in an average of fifteen months each. Professional instructional designers and administrative specialists guide the overall development of each telecourse. Professional producers, researchers, film directors, filmmakers, script writers, and editors prepare the telelessons from content narratives developed by academicians. The on-camera presenter may be the lead teacher who is responsible for the content, but only if that teacher proves better than the professional presenters who audition for the part. The budgets are obviously higher now, but the results of the added staff, time, and money produce greatly improved instructional systems.

Telecourses Leased by DCCCD

DCCCD has also offered seven courses produced by other institutions:

1. MAN AND ENVIRONMENT I (first semester introduction to ecology), 15 lessons produced by Miami-Dade Community College District, Miami, Florida, and 15 lessons produced by TCJC and DCCCD in Fall 1973. Offered four terms.
2. AS MAN BEHAVES (introduction to psychology) produced by Coast Community College District, Costa Mesa, California. First offered Fall 1974. Offered eight terms.
3. THE CONSUMER EXPERIENCE (introduction to consumerism) produced by the University of Wisconsin, Green Bay, Wisconsin. First offered Fall 1975. Offered three terms.
4. DIMENSIONS IN CULTURE (introduction to anthropology) produced by Coast Community College District. First offered Fall 1975. Offered three terms.
5. ASCENT OF MAN, produced by the British Broadcasting Company and offered over PBS network in Fall 1975. Offered one term as a history of science.
6. MAN AND ENVIRONMENT II (second semester introduction to ecology), 15 lessons produced by Miami-Dade Community College District, and 15 lessons produced by TCJC and DCCCD in Spring 1976. Offered two terms.
7. THE GROWING YEARS (developmental psychology) produced by Coast Community College District and McGraw-Hill Publishers in Spring 1978. Offered one term.

Carefully adapted to suit Dallas County needs, these courses have been fully implemented as regular credit courses in District colleges.

Broadcast Program

During the six years of operation, the number of courses DCCCD broadcasts at one time has grown from the one course aired in Fall 1972 to the seven or eight regularly offered in fall and spring terms since 1975. (See Telecourse Enrollments in DCCCD--12th Class Day, page 8.) Because of the established need for and success of telecourses, DCCCD would broadcast a greater number of courses each long term if more broadcast time were available.

TELECOURSE ENROLLMENTS IN THE DCCCD - 12th CLASS DAY

No. of Courses	FALL 1972	SPRING 1973	FALL 1973	SPRING 1974	FALL 1974	SPRING 1975	SUM. 1975	FALL 1975	SPRING 1976	SUM. 1976	FALL 1976	SPRING 1977	SUM. 1977	FALL 1977	SPRING 1978	TOTAL
	1	1	2	2	4	4	1	8	8	3	7	7	1	8	8	
GOV 201	399	491	705	799	1,234	1,242	546	1,025	1,124	419	875	1,062	675	875	941	12,4[illegible]
ECY 290			316	392	604	779										2,091
ECY 291									393		229					622
ENG 101					826	705		778	599		427	441		647	473	4,896
ENG 102								401	450			410		364	385	2,010
PSY 105					1,182	1,051		934	688	167	520	586		576		5,704
PSY 201															694	694
BUS 105								800	648	133	462	564		654	571	9,672
BUS 143								547	593		273					1,413
SCI 100								327								327
ANT 101								534	427		260					1,221
HUM 101												696		426	420	1,542
E S 117												312		252	239	803
HST 101														926	699	1,625
	F 72	S 73	F 73	S 74	F 74	S 75	SU 75	F 75	S 76	SU 76	F 76	S 77	SU 77	F 77	S 78	
Total	399	491	1,021	1,191	3,846	3,777	546	5,346	4,922	719	3,046	4,071	675	4,720	4,424	39,194

However, KERA regularly limits the number of hours available to college credit courses to twenty-four to twenty-six hours per week, the number DCCCD considers necessary for satisfactory presentation of eight courses.

As a step toward providing more broadcast time for telecourses, DCCCD in 1976 entered into an agreement with the Public Communications Foundation of North Texas (PCFNT) to build a new VHF television station and, through it, to activate channel 2, the last remaining VHF channel in the area. According to the agreement, DCCCD would purchase substantial amounts of air and studio time from the station, while the PCFNT would make this time available to DCCCD over a fifteen-year period. An application was filed with the Federal Communications Commission (FCC) in 1977. In Fall 1977, institutions in Denton, Texas, filed a counter-application with the FCC for the acquisition of Channel 2. As of Spring 1978 neither application had been approved.

On-Campus Program

Starting in 1974, the ITV Center provided each college Learning Resources Center with at least one full set of videocassettes for each telecourse broadcast. Heavy student and faculty use now demand a minimum of two sets for each college. These tapes provide telecourse students a way to make up lessons missed and to review materials for tests. Instructors use individual tapes, as desired, for audio-visual supplements in their on-campus classes. In Fall 1976 several instructors began experimenting with telecourses as the core instruction for self-paced, flexible entry courses and found that telecourses work well in this format. One or more sections of one or more self-paced telecourses now function at each District college.

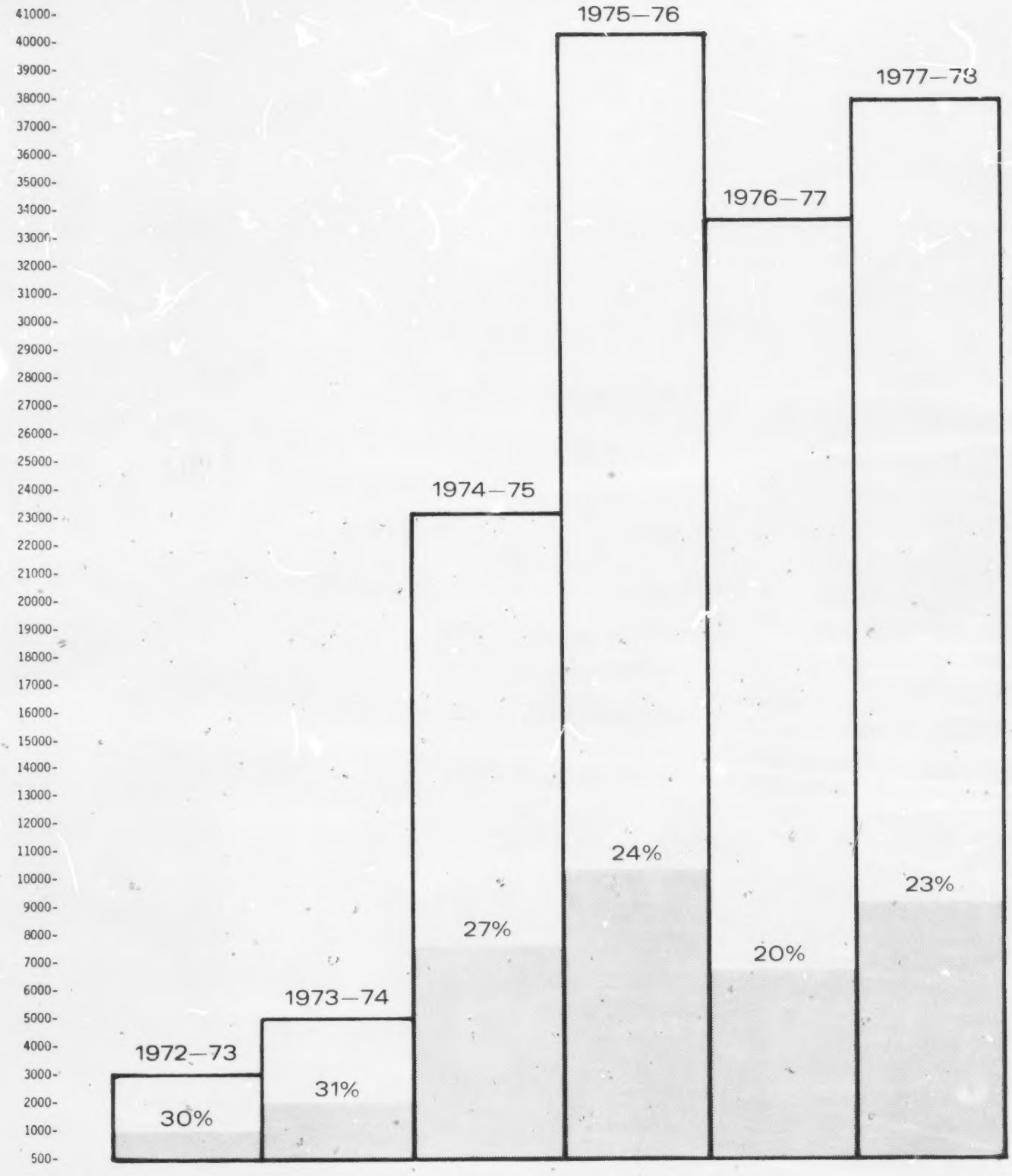
Telecourse Enrollments

Enrollments in telecourses within DCCCD have grown as the on-campus enrollments have grown. Yet telecourses have not robbed the campus classrooms. (See The Telecourse Share of DCCCD Enrollments, page 10.) On-campus counterparts of courses offered via television have continued to grow at least as rapidly as the average campus growth at the same time that hundreds are enrolling in telecourses. In some subjects it appears that telecourses have played a part in raising community awareness.

Statistics demonstrate that instructional television recruits students to DCCCD classrooms. First-time students and returning students in telecourses are quite likely to move to on-campus courses when they can or when they can no longer get the credit they need via television. Though data are not available to indicate how many students who have dropped out of college return via television and then go back into the mainstream of academic campus coursework, the informal estimate of instructors who work with telecourse students is that the figure is significant.

Future Productions

Currently, DCCCD--in consortium with Chicago City Colleges, Coast Community College District, and Tarrant County Junior College District--is in production with an entirely new AMERICAN GOVERNMENT. This sixty-lesson series will constitute a complete two-term sequence in the study of the government of the United States. California, Illinois, and Texas will serve as in-depth examples of the ways state and local governments interface with the federal government, but the course will be national in scope. The entire



The Telecourse Share of DCCCD Enrollments

Each bar displays District-wide enrollments in fall and spring semesters for courses which were offered both on campus and via television. The shaded areas represent the telecourse share of the total District enrollments in those courses.

series will be completed in time for the Spring 1979 semester.

Three additional courses are in the design or planning stages: THE AMERICAN STORY: 1877 TO THE PRESENT, scheduled for completion in 1979; INTRODUCTION TO SOCIOLOGY, scheduled for completion in 1980; and BUSINESS LAW, scheduled for completion in 1981.

International Distribution

In Fall 1975 DCCCD added a distribution dimension to its telecourse operation. The commitment to continued production of telecourses was based primarily upon their satisfying local needs, but also upon the proposition that they would be offered for national distribution. There was and is a national need for well-produced, instructionally sound telecourses. Further, leasing or selling telecourses promised to be one way DCCCD could regain part or all of the costs of producing courses. As of Spring 1978, DCCCD courses had been used by nearly 300 colleges and universities in twenty-one states and Canada, as well as by the United States armed forces in Europe and the Far East.

After a lapse of twelve years, SANDRA BOOG-SCOTT, mother of two, decided to return to school. She began by taking a TV course.

"I thought a telecourse would get me into the habit of studying again. I also hoped it would give me insight into what to expect when I returned to on-campus classes," she says. This honor student no longer needs telecourses to help assure her that she can make it in college. So why does she continue to take them?

"I want to be home when my children are there. My older son is in school all day, but my little one attends preschool in the mornings only. So I can work in only two courses on the campus," she explains. By combining these with telecourses, Sandra can still carry a full class load.

Even though telecourses give her more time at home, she does not feel they are easier than her other classes. In Sandra's words, "Telecourses are harder than regular courses because you have to be very self-disciplined to finish a telecourse."

III. DESIGN AND PRODUCTION

The Team Approach

Design and production of telecourses are team efforts for DCCCD. From the selection of a course to produce or adapt through each stage of the development of the course, a whole range of experts work together to create and to integrate each component into a complete instructional system. The current procedures represent the latest model in an evolutionary process which began with the first DCCCD telecourse in 1972. (See ITV Course Development Chart, page 14.)

Naturally, the Center's approach has changed to meet special needs of particular courses and to improve the quality of DCCCD telecourses generally. Time frames have expanded from the first five- to six-month schedule to the current fifteen- to eighteen-month one. Budgets have risen from the first thirty-lesson sequence of AMERICAN GOVERNMENT at $40,000 to the current consortium produced sixty-lesson sequence AMERICAN GOVERNMENT at almost $500,000. Staff and freelance personnel have become more numerous and more skillful. However, throughout the development the team approach has been and remains the pattern.

Selection of Telecourses

Course selection depends upon a combination of data. Currently enrolled television students are regularly surveyed about the courses they would like to take via television, including DCCCD courses, those known to be available from other producers, and those under consideration for future production. In addition, all District faculty and administrators are periodically polled for course suggestions. National and regional studies by other producers and users are researched. The Vice President of Instruction for each DCCCD college is consulted. After considering all this information, the ITV Center staff draws up a suggested plan for telecourse production and acquisition. Finally, this proposal is presented to the Presidents' Council, which either agrees with it or requests additional analyses before approval.

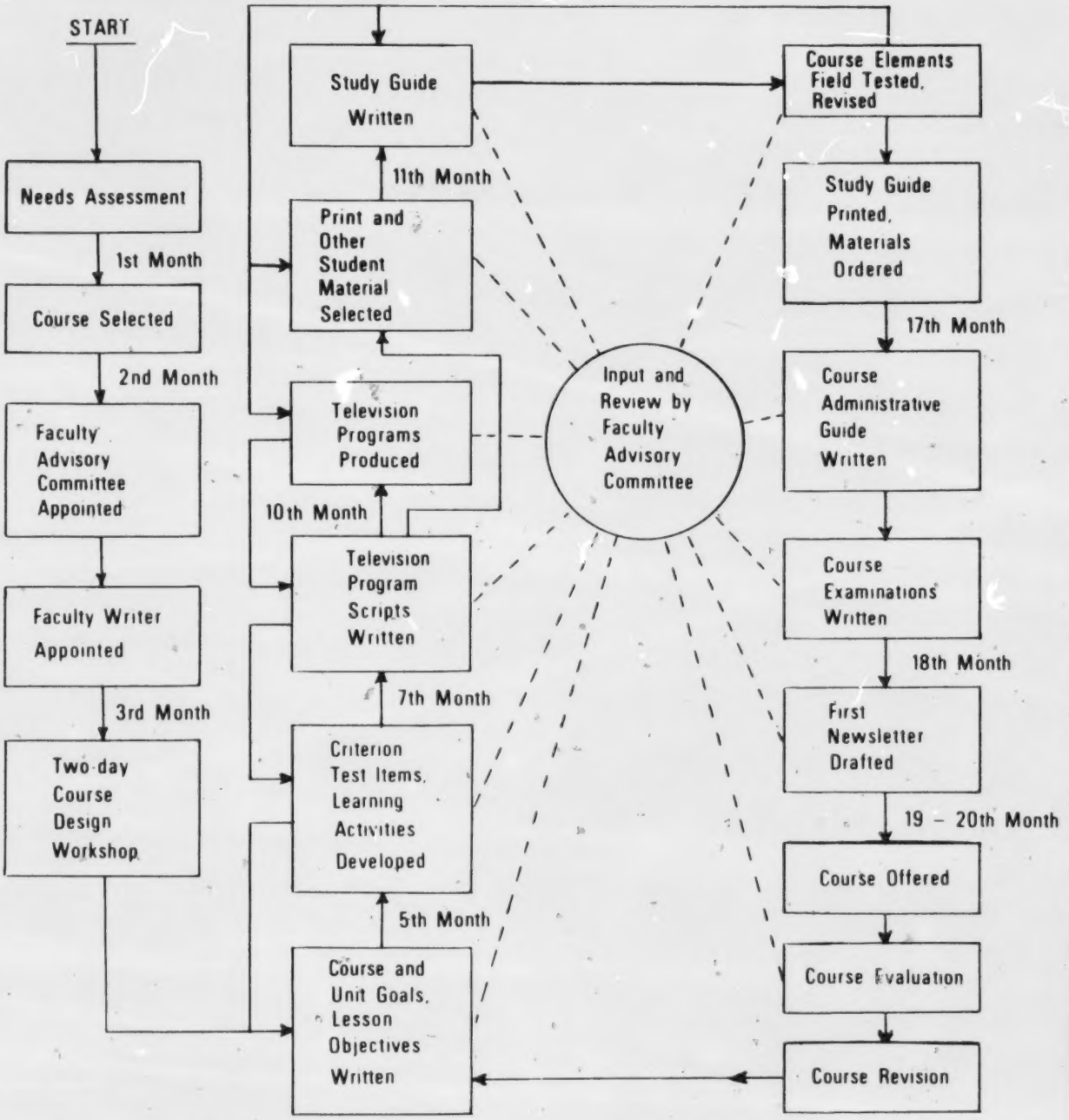
If a proposed course has been produced elsewhere, it must still be approved and adapted by a District faculty advisory committee. If the course is to be produced by DCCCD, a District development team begins its work.

Adapting a Telecourse

DCCCD regularly uses telecourses produced by other institutions. The ITV Center staff previews new telecourses as they become available. Those subjects which have already rated high on faculty or student preference polls, those which seem to fill a community need, those which suggest a high enrollment potential for several years, and those which seem to meet academic and production standards become a part of the proposal package to the Presidents' Council. If a course gains approval here, it is turned over to a faculty committee for appraisal.

One faculty member (selected by the President) from the appropriate discipline from each college and the Division Chair for that discipline from each college make up the faculty advisory committee. This group evaluates the proposed telecourse on the

ITV Course Development Chart



basis of several criteria: (1) objectives must be compatible or adaptable to District objectives; (2) the content must be academically sound; (3) the production qualities of video, audio, and print elements must meet District standards.

Assisted by the instructional design staff, the faculty group recommends acceptance or rejection of the course. If the course is rejected, it is omitted from the DCCCD lineup, and the committee is disbanded. If the telecourse is accepted, the committee and the ITV Center begin adapting it to District needs. Adaptation may be as simple as writing a student syllabus, setting a schedule, and preparing tests. On the other hand, it may entail writing or rewriting the study guide and other print elements, selecting or producing new components, or redesigning the course. In any case, design and production of new or revised components go through the same team approach as that used in developing a new telecourse.

Designing a Telecourse: The Academic Advisory Committee

The decision to produce a telecourse calls forth an academic advisory committee composed of one person (selected by the President) from the appropriate discipline from each college, plus the Division Chair for that discipline from each college. Academicians from other institutions which are interested in using the finished course and various other academicians are sometimes invited to participate. The ITV Center instructional design specialist, the director of course implementation, and the director of the ITV Center complete the academic advisory group. The group will serve as the main agency to insure academic excellence; throughout the design and production phase the committee will review plans and products and recommend improvements as needed.

The Course Blueprint

The academic advisory committee's first major task is to produce a blueprint for the development of the telecourse. A two-day design workshop provides the opportunity.

Since each District telecourse is just another mode for a well-established course in the curriculum, it might seem that such a plan would be quite easy for experienced faculty members to prepare. However, aside from the very real differences in the techniques of delivery on campus and via television, there are always many ways of approaching, perceiving, and emphasizing the elements in a given content area. For example, an introduction to humanities course may be a history of the arts, or a study of philosophy, or an examination of the performance of art, or a way of involving students in the arts, all of the above, or none of the above. Thus, a good part of the design workshop is spent in defining course goals, identifying principal course themes, and delineating the parameters of the content. The workshop also begins the exploration of unit objectives, lesson objectives, course components, learning activities, commercially available print and film materials, and course management procedures. In addition, the initial allocation of certain objectives and certain content areas to video study guide, or other course elements begins at this meeting.

Once the participants in the design workshop have drafted the course blueprint, work begins at once to improve and clarify it. While modifications are frequently made to the plan during the development process, the blueprint provides an essential framework on which to build the complete learning system.

The Content Specialist

One of the District faculty members on the advisory committee is designated the content specialist. This instructor is now given full release to the ITV Center by his or her president for at least nine months and partial release for as many additional months as needed to complete the telecourse. The content specialist becomes the chairperson of the advisory committee and also works with the instructional designers, video crew, and the course implementation team to design and develop a complete and effective telecourse. In most cases this faculty member continues on partial release to the Center to function as the District-wide course coordinator for at least the first year of the telecourse operation. Many continue to play that role year after year, lending useful continuity to the ITV effort.

Design and Production of the Telelessons

A professional video production team--including one of the ITV Center's television producers, the film director, a production assistant, a film editor, and a professional script writer or writers--is assigned to each telecourse. Together with the content specialist and the instructional designers, they begin planning the substance and form of the telelessons. The aim is to produce television components which will utilize the medium effectively, facilitate achievement of course goals and objectives, motivate learning, and engender enthusiasm for the subject and for further learning.

Writing scripts calls for a team effort. The content specialist submits script narrative drafts which are reviewed and refined in consultation with the producer. The revised narratives are then turned into technically sound TV production scripts by the script writer in consultation with the producer, the film director, and the content specialist. Each script must have final signoff by the content specialist, representing the advisory committee's approval of the quality of the script and the instructional and content validity, and by the producer, representing the Center's approval of the quality of the script from the standpoint of video production.

Production of certain video and film segments begins even before final scripts have been approved. Interviews with appropriate authorities and practitioners can be filmed; approved film dramatizations or role playing scenes can be shot; on-location footage can be researched and cleared. The goal is to have as many lesson segments as possible preproduced and edited before going into the studio where the final production and the editing will be completed. As each program is completed, the producer and the content specialist must review the finished product and again signify approval that the job has been well done from their particular perspectives.

Most telelessons include a presenter who serves as the students' guide through the video part of the lesson. None include a mere "talking head" or lecturing professor who simply tries to duplicate his classroom presentation in front of a camera. Instead the telelessons are designed to appeal to a visually sophisticated, general-adult audience. The telelessons are entertaining and educational. They become college level instruction when they are combined with the other components in a complete learning system.

Design and Production of the Study Guide

During the video scripting and production processes, the planning and development of the study guide goes forward, also. A plethora of research and evaluation by the ITV Center and others convincingly demonstrates that the component which students most frequently find essential to mastery of the course objectives is a comprehensive, well-structured study guide. Consequently, the content specialist, with the assistance of the academic advisors and the instructional designers, takes especial care in the format and composition of this key element. It must orient the learner to the course and to each lesson. It must give complete instructions, study assignments, drill, study aids, and advice. It must provide an opportunity for self-testing of learning accomplishments. It should also provide opportunities for enrichment activities. Upon completion of the guide, the content specialist signs off on the content, and the instructional design specialist signs off on its structure.

Design and Production of Other Course Components

Concurrently with telelesson and study guide production, the design, selection, and production of other course components is also underway. Textbooks, readers, art prints, musical tapes, and other appropriate materials must be reviewed, discussed, chosen, and cleared for use. Those which cannot be acquired must be produced. For example, no satisfactory reader could be found for the literature course, so the readings were incorporated into the study guide. Though the business course does integrate a textbook, several key topics were not in it; consequently, supplemental journal articles, reports, charts, and graphs are included in the study guide. A special art print book and a special audio tape were designed and reproduced for the humanities course. A special lab manual with mail-in review sheets was devised for the earth science course. Pre-addressed assignment packets with self-carbon paper so that both instructor and student will have copies of essays and teacher comments were designed and produced for the composition students.

In the final phase of course development, tasks include the development of a test item bank; a course management manual for telecourse instructors; a comprehensive telecourse procedures guide for other institutions which lease or purchase the telecourse; three or four sets of examinations, drawn from the test bank; student orientation materials; the newsletters for students who enroll in the District; promotional materials for use by clients and by DCCCD; preparations for managing the course on campus; and completion of plans and instruments for evaluation and revision.

"I have been around the world, but I am surprised at the knowledge I have gained sitting in my straight-backed chair at home watching telecourses," says retired Navyman GEORGE FISHER.

After twenty years in the service, George Fisher is back in school working toward his applied electronics degree. Because of a back injury that left him seventy percent disabled, George really likes taking classes from his own special chair.

His hectic schedule doesn't leave much time for extras. But by combining telecourses with on-campus classes, he maintains the status of a full-time student.

Taking a telecourse around George's house is usually a family affair. "I sometimes watch the programs on Sunday mornings and get my wife and teenage children out of bed to watch with me. They enjoy the programs as much as I do," says the father of three.

He does have one suggestion for the ITV Center: "I just wish there were more courses offered."

IV. MANAGEMENT

The District Philosophy

Instructional television is an alternate delivery system for courses which are a regular part of DCCCD colleges' curricula. From the students' standpoint, this position means that they are enrolled as students of a particular college. They register, take examinations, and attend any other activities on their own campuses. Their teachers are employed at this college and are available on this campus for conferences. Their grades are recorded and transcripted here as well. Students can be enrolled for on-campus courses and telecourses at the same time without any problems, and they are entitled to full use of college facilities and full benefits of college services.

From the District's standpoint this position calls for a well-defined and smoothly managed implementation system. The ITV Center plays the focal role in planning and coordinating telecourse utilization, but each college controls the telecourse operation individually. (See Instructional Television Organizational Chart, page 20.)

Telecourse Personnel

The director of course implementation coordinates all student services and the efforts of all telecourse personnel. In each District college one administrator, usually an associate dean or assistant dean, is designated telecourse administrator, along with other responsibilities. His/her role is to appoint and supervise faculty, to oversee the necessary campus facilities and services which are essential to successful operation, and to work with the ITV Center director of course implementation to establish policies and to improve the overall operation.

Each course has a District coordinator as well. This person is responsible for coordinating assignments, activities, and grading practices across the District and for continuously evaluating and suggesting ways to make the course better and to insure that more students have more success. This coordinator is also responsible for writing the newsletters for students and for preparing tests each semester. In most cases the District coordinator served as the chairperson for the academic advisory committee for courses DCCCD produced or adapted from other producers.

In addition to a District coordinator, each course has at least one instructor on each campus.[1] The sizes of the classes and the compensation for the instructors are based on a 1975 study which determined the amount of time needed to deal effectively with telecourse students in each particular course. Instructors are either full-time District faculty who accept a telecourse as part of their regular load or as an extra assignment, or they are part-time teachers chosen for this position. In any case, they are all fully qualified to teach the subject in traditional classrooms, rather than being paraprofessionals, interns, or teaching assistants.[2] Most campus instructors

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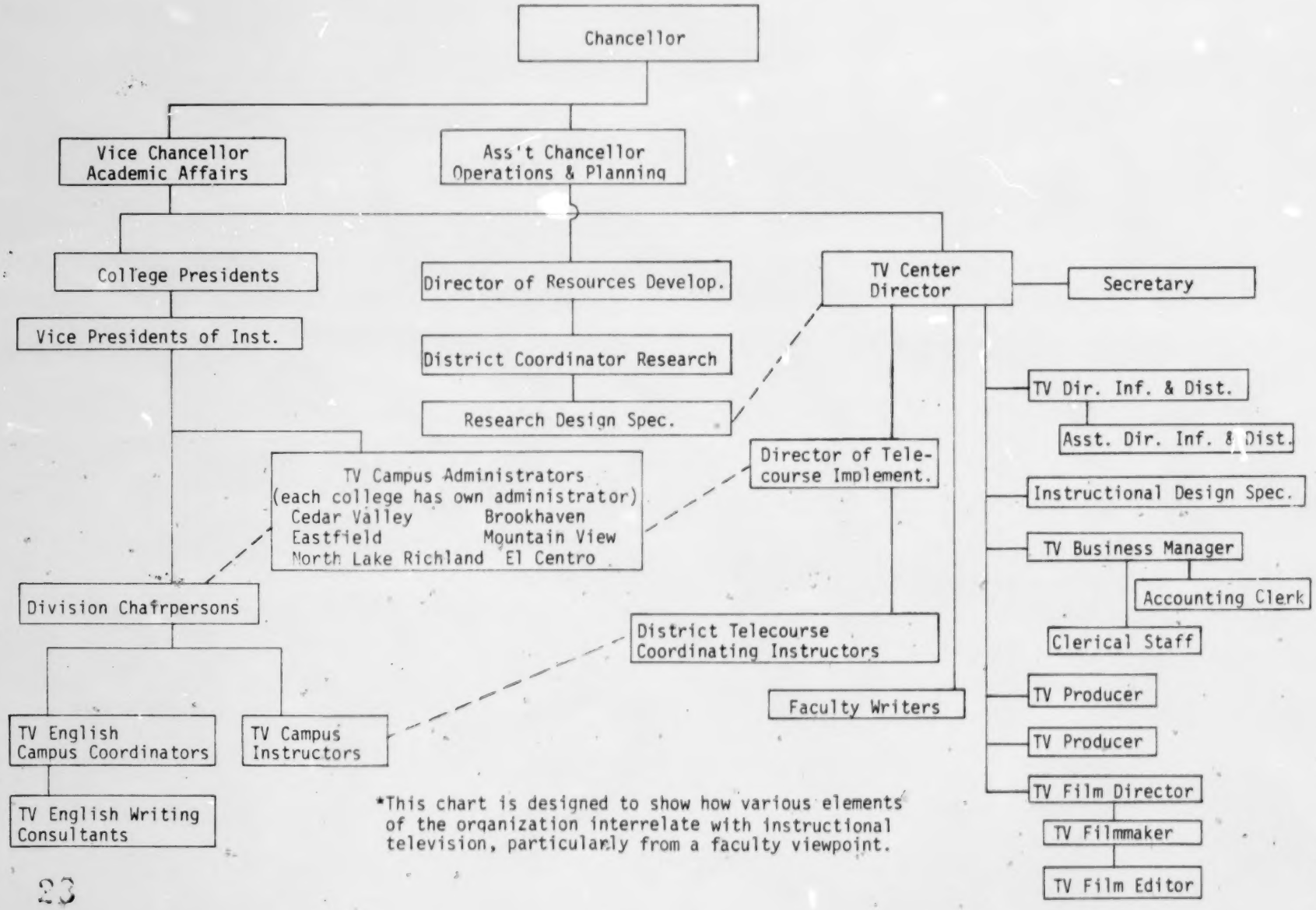
[1] On those few occasions when a telecourse section has not filled, students from one college may be combined with those of another to make up a complete section. However, the instructor travels to campuses for required and optional meetings so that the students still maintain rapport with their colleges.

[2] Some client institutions use paraprofessionals, interns, and teaching assistants very satisfactorily to manage telecourses.

Instructional Television Organizational Chart* - Dallas County Community College District



*This chart is designed to show how various elements of the organization interrelate with instructional television, particularly from a faculty viewpoint.

served on the academic advisory committee during the course development or adaptation process. Telecourse campus instructors conduct on-campus meetings, keep student records; contribute to newsletters, test banks, and on-going course evaluation and improvements; grade assignments and essay tests; and maintain communication with students to answer their questions, to prevent their alienation, and to help them successfully complete the courses. Telecourse faculties keep regular office hours to confer with students via telephone or in person, and they make other time available as student needs demand. The creative campus instructor who takes a real interest in student progress and has a real sensitivity to student needs is a major factor in telecourse success.

Registration

Registering students satisfactorily is a matter of on-going concern. Originally, telecourse students had to come on campus and go through the traditional registration procedures. For many, this plan was a hardship. Thus, since 1976, mail-in registration forms have been included on almost all print information and promotional pieces, making the enrollment process more successful than in the past. Of course, students can still register on campus as well.

Videocassette Service

At least two complete sets of videocassettes for all DCCCD telecourse offerings are housed in each District college Learning Resources Center. Supervised by a paraprofessional library aide, these videocassettes are available during all LRC hours for make-up and review. Student use is quite heavy. For example, during one semester, Fall 1977, there were 13,732 student uses of telecourse videocassettes at the six District colleges. In addition, in that same semester an average of four videocassettes were used each week by faculty as supplements in District classrooms.

Tests

Tests are administered on each campus by regular campus personnel. If the campus has no academic test center or if the center is too small to accommodate telecourse students, special centers are established in other spaces for telecourse tests. They are administered on weekends, usually Friday evening and all day Saturday and Sunday. Tests are written by the course coordinator with help from the campus teachers. Until Spring 1977 the tests were produced and distributed by the ITV Center. Since that time, the Center prepares a master copy of the test for each campus instructor who is then responsible for having copies made for his/her campus test center. Campus instructors may grade the tests themselves, or the test-appraisal center may grade them. In either case, the coordinating instructor provides an answer key. Usually each test has multiple forms to preserve security. Since Spring 1977 the Center and the instructors have been working to prepare objective test banks with from four to eight items for each lesson objective for each course. Completed test banks include from 1,500 to 2,500 items per course.

Communicating with Students

Communicating with students is of great importance in the DCCCD telecourse operation. In addition to the instructors' efforts, the ITV Center provides several services.

The hotline telephone lines function as the main information center for telecourses. Once merely an extra duty for ITV clerical staff, the hotline now employs two full-time and two part-time operators and four special telephone lines to answer procedural questions and provide information about telecourses to students and potential students. Content questions are referred to instructors who call in regularly for their messages.

There are several major communication efforts with students through print. The Center produces and mails newsletters before each test, three or four per course each semester. These inform students about tests, meetings, schedule changes, studying successfully, campus services, broadcast changes, and so on. Special information projects include test result letters produced by the Center and mailed by the instructors, and other announcements as needed.

Perhaps the most important information piece is the Telecourse Information booklet, produced by the director of course implementation each semester. This document is a combination catalog, class schedule, and student syllabus to provide telecourse students with the information they need before and during their participation as telecourse students.

Communicating with the Community

Informing the community-at-large about telecourses is vital to success. Otherwise, even those who need them most would not know they are available. Media stories and promotion spots, public information announcements, personal contact, and direct mail to selected audiences are all used by the ITV Center to inform Dallas County about telecourses. As part of the total college operation, the ITV Center is also often included in promotion campaigns initiated by the individual colleges.

Communicating with the District

Informing the District personnel is also vital. Counselors and faculty who register students need to know that this alternative system exists and serves students well. The ITV Center personnel and the telecourse personnel on campus often make presentations to campus groups in order to keep the colleges informed. Beginning in Fall 1976 the Center began publishing a District telecourse newsletter each semester. The response has been so positive that future plans call for more frequent publication.

Supplementary Uses of Telecourses

Telecourses are surprisingly versatile. In addition to the open circuit use anticipated, they have also adapted easily and successfully to self-paced, individualized formats for on-campus use. All six District colleges use one or more telecourses in this way. Four Dallas County public libraries house complete sets of DCCCD videocassettes for credit and non-credit students. Instructors also use individual lessons and lesson sequences in classrooms in the same ways they use films to present core content, to enrich lessons, to introduce subject matter, and to review. In addition, they recommend certain lessons to students who need to make-up or review course content as well as to those who want or need content enrichment. Plans are now in development for use of telecourses on videocassettes on-site at Dallas County businesses, high schools, and other locations within the community.

Cost of Implementation

Though academic and instructional excellence are given the highest priority in the operation of telecourses, financial accountability is still an important consideration. Telecourses have proven to be a cost-effective alternative instructional system for DCCCD. Considering only instructional costs for both television and on-campus course offerings indicates that telecourses generally cost less to implement per student than their on-campus counterparts. Instructional costs for on-campus classes include the appropriate share of faculty and administrative salaries and supplies, but do not include costs for buildings and support services. Instructional costs for telecourses also include the appropriate share of college faculty and administrative salaries, plus salaries of the ITV Center administrators and staff responsible for course management. In addition, telecourse costs include television broadcast time and course lease fees, but no building or support service expenses. Nor are the cost benefits of using telecourses as self-paced systems on campus or as classroom supplements considered. (DCCCD-produced courses are figured as if they were leased courses for purposes of this analysis.) There is, of course, variation in instructional costs from course to course and from college to college for both on-campus and television sections. As a general rule, a telecourse matches the District-wide costs of its on-campus counterpart when total enrollment reaches about 250 students; so far, every telecourse enrollment has exceeded that figure.

Already an accomplished painter and seamstress, WILMA DENNIS has found still another way to add a little class to her life. She enrolled in a telecourse. In fact, she enrolled in two--both in English.

Even though her husband and children alternately teased her and encouraged her about returning to college as a sixty-five-year-old grandmother, she's enthusiastic about her participation in telecourses. "I enjoyed the assignments and writing very much," she says.

Away from college since the forties, Wilma has discovered that some of the lessons serve as refreshers, while others bring her up-to-date on how much the English language has changed since then.

Between painting, teaching art classes, participating in art exhibits, and enjoying her family, Wilma's life is very full. Although she really wants to write, she feels it helps to have someone else making assignments and setting deadlines. "I don't have the self-discipline to do it alone," she explains.

Now that she has tried her hand at expository writing, she's hoping to try a creative writing class next. Wilma likes having class in her life.

V. TELECOURSE STUDENTS IN DALLAS COUNTY

One of the key elements in the development of any instructional system is an understanding of the students who will be enrolling. Since the beginning, DCCCD has compiled a good deal of information about the characteristics and demographics of the telecourse student. Included in the variety of data are telephone surveys, student questionnaires, computer print-outs of demographic information on students, comparisons between telecourse and on-campus demographics and characteristics, and special projects designed principally to obtain "typical student" profiles.

A Unique Population

While demographic characteristics of students enrolled in telecourses have some similarities to the characteristics of the larger student population, there is evidence that telecourses are generating a new population of students. For instance, the number of students who were taking only telecourses continued to grow as new telecourses were added. Increasing numbers of students have commented that they would not have been able to take college courses had it not been for telecourses because of personal commitments, job responsibilities, lack of transportation, or health difficulties. Thus, it appears that the telecourses are serving a group of students who would not otherwise be able to take advantage of college courses.

Many students who were enrolled in both telecourses and on-campus courses, indicated that they were part-time students. In addition studies have shown that over one-third of all television students carry twelve hours or more. These findings suggest that telecourses help students progress more rapidly through college.

Data compiled from various surveys indicate that the telecourse population is generally older, more likely to be employed full-time, and more likely to be aiming toward a four-year degree than the on-campus counterpart.

Some Typical Learner Characteristics

Age - Although there is a very great spread in ages, 16 to 80, and different age distributions from course to course and semester to semester, the average age for telecourse students is about 30. The distribution is usually bi-modal, with peaks around 20 and 31. In comparison, the largest group of on-campus students is between 19 and 20 years of age, and the average age is 27.

Occupation - More than three-quarters of all telecourse students are employed part-time or full-time, and if full-time housewives are included as workers, only a small percentage are unemployed. The majority are employed or occupied part- or full-time in white collar jobs and in homemaking.

Sex - Again, there is considerable variation in the male-female ratio from course to course. The ratios range from four-to-one to one-to-one. In the first three years and in the most recent year of telecourses in DCCCD, there were more female than male students. During the middle period, however, males outnumbered females. Overall, the six year distribution is about 60% female and 40% male; on the other hand, males have consistently outnumbered females in on-campus classes.

Race - Racial distribution among telecourse students is quite similar to that of the on-campus students. A typical semester would include approximately 78% Caucasian; 17% Black; 3% Latin-American; and 2% other.

Economic Status - The highest percentage of telecourse students have family incomes of more than $10,000 annually, with the majority exceeding $15,000.

Educational Status - More than 85% of all telecourse students are high school graduates. About 50% have had at least some college courses and about 10% have a four-year degree or higher.

Reasons for Enrolling in Telecourses - According to DCCCD surveys, the following are the most frequently cited reasons students choose open circuit telecourses:

1. Telecourses are more convenient.
2. Telecourses save time and money because there's no drive time.
3. On-campus classes are filled.
4. I cannot come, or I do not want to come, to campus for the course.
5. I prefer to study independently.
6. I feel I can learn more from a telecourse than the usual on-campus course.
7. Telecourses are more interesting than campus courses.

Viewing Habits

According to surveys of actual and preferred viewing days and times, the two rather closely coincide for DCCCD students. That is, the times lessons are on the air are the times students say they prefer to watch them. This overlap is particularly true of weekend broadcasts (Sunday mornings and Saturday afternoons) and middle to late evening times. Surprisingly, perhaps, so-called prime time (6:00 to 10:00 p.m.) is not a preferred viewing time, according to students. Although telelessons are repeated at least three times during a given week, on different days and at different times of the day, surveys show that few students watch a given program on the air more than once. However, a small but significant percentage preview or review telelessons on videocassettes in the college and public libraries. On the other hand, about three percent of the telecourse students do not have television sets at home and do their viewing elsewhere--the college library, for example.

Some students report that their families and their neighbors watch telelessons together, even though only one viewer is officially enrolled in the telecourse. There are also husbands and wives who enroll in telecourses together. Probably there are many more people who regularly view a given telecourse without enrolling officially than there are students officially enrolled for credit. While no community assessment has been made, the number of letters by regular and periodic viewers who are not college students indicates a larger audience than enrollment figures reflect.

Use of Student Support Services

As regularly enrolled students of a District college, telecourse students are entitled to the full range of campus services: counseling, financial aid, career counseling, job placement, health services, the bookstore, the library, and so forth. As

telecourse students, they are entitled to another group of support services from the ITV Center: hotline telephone, newsletters, test center, special campus meetings, and so on. Studies indicate almost all telecourse students use some of these services. Certainly, most attend orientation sessions, use the bookstore, and receive newsletters.

However, fewer than half of all telecourse students use the hotline; fewer than half of these talk with an instructor by phone. Only a small percentage of students make appointments to see an instructor on campus, unless consultations are a required part of the telecourse. Nevertheless, most students indicate satisfaction with the amount of individual help they receive.

Attitudes Toward Telecourses

The vast majority of telecourse students surveyed (ninety percent) expressed positive attitudes and opinions toward telecourses. The balance of students felt telecourses were not for them, at least at that time or in the manner they were then taught. Follow-up studies with dissatisfied students clearly indicate that telecourses, as presently constituted, are not for everyone. Some students lack the necessary discipline, motivation, or background; others have false expectations regarding the effort required to complete a college credit telecourse. Most students, eight percent or more, feel their goals or purposes for enrolling in a telecourse were fully achieved. And most say they would like to take additional telecourses. They claim to be willing to recommend telecourses to others. Since many students indicate that they heard about telecourses from friends and family, the claim is probably true.

Among the features of telecourses students like most are the convenience; the production quality of the telelessons; the valuable and interesting learning experiences presented, such as interviews with leading experts, on-location scenes, helpful graphic displays, and so forth. Further, students have high praise for the study guide; they like particularly the clear statement of the objectives of each lesson and the step-by-step study sequences. Generally, students also commend the organization of the learning system and the assistance of the on-campus instructor.

A student evaluation is routinely administered at the end of each semester. The forms are as nearly uniform as the telecourse elements will allow, and they call as nearly as possible for the same kinds of information and attitudes as those requested by on-campus student evaluation throughout the District. A representative evaluation is included on page 28. It provides average ratings for all six District colleges for one course for Fall 1977.

The Drop-Out Student

Several studies have been undertaken to determine the reasons students drop out. Although the response rate from mail-back surveys has been low, the results have reinforced telephone canvasses and anecdotal findings from teachers. Ordinarily, students do not drop out because of dissatisfaction with telecourses. Instead, the pressures of jobs, families, and other personal problems are cited. Some students expect telecourses to be easier than on-campus work, and withdraw because they find they do not have the educational background or the time to complete a college course. A few admit that they lack the self-discipline and motivation to work independently. A few simply do not like learning alone, without interaction with teachers and fellow students.

SAMPLE TELECOURSE STUDENT EVALUATION

TELECOURSE EVALUATION

In order to improve this course, we need your help. Please read the following statements and mark your responses on this form in pencil. Example: If this course were Eng 102, you would mark response D of line 2 in the optical scanning area; line 1 would be left blank.

1. Telecourse you are evaluating:
   (A) Bus 105 (B) ES 117 (C) Eng 101 (D) Gov 201
2. Telecourse you are evaluating:
   (A) Hst 101 (B) Hum 101 (C) Psy 105 (D) Eng 102

DCCCD Scores English 101 Fall 1977		
4.12		3. Quality of instruction
3.84		4. Grading and testing procedures
4.07		5. Campus instructor's assistance with problems
3.77		6. Orientation session
3.56		7. Textbook
3.92		8. Television programs
3.95		9. Study guide
3.82		10. Hotline telephone service (only if used)
4.01		11. Course organization
3.72		12. Newsletters
3.96		13. Services of LRC/Library (if used)
3.82		14. Services of testing center
3.60		15. Services of college store
4.20		16. Overall rating of campus instructor
3.95		17. Overall rating of course

Please rate the following course components by indicating whether they were (A) Excellent (B) Above Average (C) Average (D) Below Average or (E) Poor.

Please rate each of the following statements by indicating whether you (A) Strongly Agree (B) Agree (C) are neutral (D) Disagree (E) Strongly Disagree.

3.97		18. The course met my expectations.
4.13		19. The course covered an appropriate amount of material.
4.25		20. The study guide was well coordinated with the TV programs.
4.11		21. The tests covered the material presented in the course.
3.80		22. Television is a good way for me to learn.
3.95		23. The television programs were interesting.
4.26		24. I received as much individual help as I requested.

On the back of this form, please make any other comments on strengths, weaknesses, or changes you would suggest for this telecourse.

Although a considerably higher attrition rate for home study courses--such as open circuit telecourses--as compared with normal on-campus courses is the national norm, the ITV Center has continuously sought to increase student success. The ITV Center's major efforts fall into three categories: (1) better faculty and counselor orientation and support; (2) better student counseling; (3) better communication systems with students. There is an on-going effort to inform faculty and counselors about the ways instructional television works, the demands it makes on students , and the advantages and the disadvantages of the system. Orientation meetings for new telecourse faculty and periodic sessions with the veteran instructors; visits at regular division meetings; Open Circuit, the ITV Center newsletter; and comprehensive manuals for telecourse management are regular features of this effort.

Sharing data about general student characteristics, the reasons students drop out, the reasons students fail, and the kinds of students which usually succeed, lead directly to better counseling for students before and after they enroll. Of course, this very counseling sometimes leads students to withdraw in order to seek a learning environment or style more suitable to their needs.

The communication between students and DCCCD (their teachers, their college, and the ITV Center) has steadily improved during the first six years. The original course offered little more communication than examinations and grade reports. With the founding of the ITV Center came the telephone hotline which now operates twelve hours a day, five days a week, and includes four telephone lines with a search capacity to other phones within the ITV Center if all four are busy. Faculty members keep regular office hours for phone-in and drop-in conferences with telecourse students, and they check the hotline regularly for messages. In addition, they monitor student participation and call or write to students who seem to be falling behind.

Since previous student records indicated a high correlation between success and attendance at an on-campus orientation, the once optional orientation is now required. The ITV Center provides outlines of topics and procedures, as well as support materials and other assistance to the faculty to aid them in conducting useful meetings. Typically, more than one orientation for each course is held on each campus so that students can more easily fit the meeting into their schedules. Even so, about twenty percent of the enrolled students do not attend. However, they must contact their instructors in writing or in person to continue in the course.

Not many people are able to spend every evening on campus after working all day long even if they do want to earn a college degree. HELEN NEIDIGH has found she doesn't have to. She enrolls in telecourses.

After working as a secretary for nine years, Helen made up her mind to go back to college to complete her degree. She still works full-time and attends classes two nights a week at the college.

"I decided to take telecourses because I couldn't spend as much time on campus as I would like to," she says. A psychology major, Helen finds telecourses a convenient alternative to attending evening classes every night.

Helen and her husband have both taken telecourses, and they often watch the programs together. A veteran television student, Helen has four telecourses to her credit now, and she reports that she enjoyed all but one.

Soon Helen hopes to attend classes full-time; in the meantime, she's filling out her schedule with telecourses.

VI. COMPONENTS OF DCCCD TELECOURSES

A Dallas County Community College District telecourse is a complete instructional system in which television serves as one component. It is incorrect to think that a telecourse involves merely watching television. Instead, DCCCD telecourses include the following components:

Television Programs

Generally, each telecourse includes thirty half-hour television programs. The form of the programs varies from course to course and from lesson to lesson. They may serve as the main vehicle for introducing and meeting a learning objective, or they may serve to illustrate and expand upon a concept which is presented through another component.

Television is used instructionally to do what the medium does best. For example, television is particularly effective in motivating learning--grabbing and holding the viewers' attention. It can show applications. It can bring to the viewer people, places, and events difficult or impossible to bring to the classroom. It is particularly effective in highlighting, in emphasizing, in changing attitudes, in altering even the basic values and perceptions of the learner.

On the other hand, there are many essential learning activities it cannot do as well as other instructional media. Detailed explanations, lists of facts, complex graphic displays, and routine drill and practice are among the kinds of things television usually does less well than other media, such as print. Where "hands-on" or manual skills are required, neither television nor print can effectively replace tangible objects and materials in shop or laboratory settings, though each can provide support for the learner.

In any case DCCCD programs have moved away from the "talking professor" format in which an instructor delivers lectures. Instead, a variety of techniques is employed including in- and out-of-studio interviews, dramatizations, role playing sessions, on-locations visits, documentary segments, clips from movies, cartoons, demonstrations, animation, acting vignettes, and others to maximize the full potential of the medium.

For each telecourse, two programs are broadcast each week for fifteen weeks during the regular fall and spring semesters. Each program is broadcast a minimum of three times. The aim is to provide morning, evening, and weekend viewing times for each lesson and to offer each week's lessons at least one time as separate showings and at least one time with the two programs airing consecutively. DCCCD student surveys demonstrate that Saturday and Sunday are prime viewing times for telecourses. Students report that they watch lessons most frequently on weekends and also that if they had their choice of many times and days, they would still prefer weekend time slots.

Study Guide

Each telecourse includes a study guide which provides step-by-step directions for successfully completing the course. The introductory section usually offers an

orientation to telecourses as a learning system and an introduction to the particular course and its components. Study aids and tips for successfully completing the course are almost always included. Though they may be labeled differently, each guide usually includes the following elements for each lesson:

1. Overview and principal goals
2. Lesson objectives, stated in operational terms
3. Self-graded pretests
4. Key words and phrases
5. Focus questions for the telecourse programs
6. Focus questions for readings
7. Assignments (readings, study questions, activities)
8. Supplemental enrichment activities and bibliographies
9. Self-graded posttests

In addition, some courses may use the guide to present basic subject content; others may use it to elaborate on material presented elsewhere in the course; others may use it to reinforce certain concepts. In any case, the study guide consistently ranks on student surveys as the most useful single element in a telecourse.

Textbooks and Readings

Textbooks or other readings are required for each telecourse. Most telecourses include a commercially produced textbook, which is carefully coordinated into the learning system. However, some telecourses integrate the readings into the study guide.

Examinations

Each telecourse includes from two to four on-campus examinations. Designed by the faculty, the exams are administered by the test centers on each campus. A typical exam schedule runs Friday afternoon and all day Saturday and Sunday. Most examinations are objective and suitable for machine scoring; however, the faculty takes great care that the tests match course objectives and engage the full range of the student skills and achievements at which the course aims.

Assignments

Assignments are made in the study guide and may include a variety of college class requirements appropriate to the particular course. For example, each requires some reading and writing. EARTH, SEA & SKY, when used as a laboratory science, requires both at-home and on-campus labs. IN OUR OWN IMAGE, an introduction to humanities, includes several activities which involve students in creating art, in evaluating the arts, and in enjoying the arts, such as a trip to a museum and attendance at theatre and musical events. The two freshman English courses require both on-campus and at-home compositions.

Optional Activities

Telecourses provide students with the opportunity to perform optional enrichment activities. If they choose to do so, students can earn additional grades for these activities in many of the courses, depending upon the implementation design.

Instructor

Each telecourse has at least one assigned instructor on each of the DCCCD campuses. Instructors conduct on-campus orientations and discussion meetings, maintain regular office hours for student conferences via telephone or in person, maintain records, suggest test questions, evaluate completed tests and assignments, record grades, and determine final grades. Because face-to-face contact is minimal, the instructor must make a special effort to communicate well with students through the few on-campus meetings, the regular newsletters, conferences, and other special techniques. Though some courses, such as composition, humanities, and lab sciences, require more instructor time than others, the instructor is a vital element in all telecourses.

In addition, the ITV Center provides the following components to colleges and universities that lease or purchase DCCCD telecourses:

Consultant Service

Each DCCCD telecourse lease for open circuit broadcast includes a one-day consultant visit from someone on the ITV staff. This consultant works with faculty, administrators, the community, a consortium, and any other group or person the client feels would find information about the development, implementation, promotion, and evaluation of the telecourse beneficial. In addition, continuing consultation services are available through the director of information and distribution via telephone and mail.

Telecourse Procedures Notebook

The Telecourse Procedures Notebook provides a complete administrative guide and a complete faculty handbook to telecourse management. Designed to accommodate the novice or the experienced user of telecourses, the Notebooks offer step-by-step directions for all phases of telecourse implementation. Sample course materials (such as tests, newsletters, and student handbooks) and promotional aids (such as press releases, public service announcements, and advertising suggestions) are also included.

The following are vital components of District telecourse management. Clients are urged to incorporate as many as possible into their implementation designs:

Faculty Guide

Each course coordinator prepares a faculty guide for the DCCCD campus instructors. This "survival kit" includes a chronological breakdown of procedures required for successful course management. For example, the guide outlines requirements for attendance verifications; make-up tests; withdrawal and reinstatement policies; registration duties; dates and times of required and optional meetings; the District-wide telecourse grading policies; suggestions for effective communication with students; and guidelines for successful campus meetings.

Student Procedural Guides

Every student receives a Telecourse Information booklet which outlines all course calendars (tests, assignments, discussion groups, and so on); the complete ITV broadcast schedule; and other useful information including fee schedules, residency requirements, credit information, and registration forms. In addition, instructors may provide a

student handbook which will give students a procedural guide to the particular course, including the above information, as well as a course syllabus with goals and objectives, criteria for grades, content outline, the faculty office and phone numbers, the ITV hotline phone number, and other particulars.

Orientation Session

Sometime during or before the first week of broadcast, students must attend an orientation to their telecourse on their own campus. This meeting, conducted by the on-campus telecourse instructor, serves to introduce students to the course components, the subject matter, the students' responsibilities, and the techniques for successful completion of the course. It also serves to introduce the campus instructor and to reinforce the fact that help is readily available.

Support Staff

Clerical support is essential to the smooth operation of telecourses. Help in maintaining student telephone contact, keeping records, sending and receiving written communiques, and many other functions are well performed by non-contractual employees in the ITV Center. In addition to regular clerical help on campuses, student assistants are employed to help with record keeping and communications.

Discussion Meetings

One to four times during the semester, depending upon the course design, students have an opportunity to meet and interact with fellow students on their own campuses. The instructors often plan special programs (a guest speaker, a debate, a film, for example), but they always plan time to answer students' questions about tests, the course content, and telecourse procedures.

Hotline Telephone Service

The ITV Center operates a telephone hotline from 8 A.M. to 8 P.M. every weekday. Hotline operators provide immediate information about procedural questions and transfer students' calls to their instructors for answers about content and grades. If students call when their teachers are not in their offices, the hotline operators take names and numbers so that the faculty can return the calls later. Instructors call in regularly for messages.

Newsletters

Telecourse students receive three or four newsletters during the semester for each course in which they are enrolled. These communiques remind them of important dates, note any changes in scheduling, refer them to pertinent campus and community events and services, and provide pointers for more successful studying and testing. They serve as an important communication link between the instructor and the student.

Campus Support Services

As full-fledged students enrolled in a DCCCD college, telecourse students have a full range of college services available to them, including student services (movies, seminars, speakers, and other campus events), Learning Resources Centers, skills

laboratories, and test centers. Each Learning Resources Center maintains at least two full sets of videocassettes for each telecourse so that students can make up and review lessons as needed.

When not fighting fires, working part-time jobs, or entertaining his young daughter, EMMET CONOLY is just a typical telecourse student. He is typical because if it weren't for telecourses this Dallas fireman might not be attending college at all just now.

Emmet has taken classes both on campus and via television. He finds, however, that telecourses provide the flexibility his irregular schedule demands. He is now only two courses away from receiving his degree in Fire Protection Technology.

"A lot of times when I get off work and go to night school, I am beat. I end up either getting there late or not at all," Emmet says. As a telecourse student, if he misses a program, he can watch it when it is repeated. He can also watch any of the programs in the library at the college where he is enrolled.

Although telecourses have helped him continue college, his schedule still prevents him from doing as well as he would like.

"The way the courses are set up is great. But I got behind on writing themes in English, and I'm going to have to take the course over again," he explains.

He will, of course, repeat English on television.

VII. RESEARCH AND EVALUATION

Since 1976 the District has employed a research specialist to help devise and conduct investigations into every phase of the telecourse operation. Although there are many earlier documents about student demographics, grade distributions, enrollment statistics, and student attitudes, the scope and depth of information about DCCCD telecourses and their impact on the District and the community have been greatly enhanced in the last two years.

Grade Distributions

In any learning system, the bottom line is student success, and traditionally, course grades are the method of assessment. Comparisons of grade distributions for telecourses with their on-campus counterparts have been made for every telecourse offered by DCCCD. Grade distributions for students successfully completing telecourses are usually similar to those for successful on-campus students. Also, the number of failing grades (F's) in telecourses is about the same as that on-campus. However, depending upon the course, telecourse student withdrawals during the semester run from about the same to more than double the on-campus rate. While DCCCD completion rates are higher than most home study instructional systems, attrition remains a major concern of the ITV Center.

Student Evaluations of Telecourses

Student surveys are regularly used to evaluate telecourses from the students' perspectives. The results have been helpful in improving individual elements--such as study guides, video lessons, and tests--and in improving the way the system functions through revised procedures and better communication. The results have also been gratifying since students are generally very well satisfied with telecourses. They report that the programs are interesting and that the study guide is the most important single element. More than eighty percent believe that they fully achieved their goals in enrolling in a telecourse. Overall, ninety percent of student responses to surveys have been positive.

Faculty Evaluation of Telecourses

Telecourse faculty play an important role in evaluating and improving telecourses. Working with the students and the materials on a day-to-day basis, instructors are the first to spot problem areas and to try to find solutions to them. This expertise has been invaluable in improving the effectiveness of telecourses.

Comprehensive Studies

In-depth evaluations have been undertaken for several telecourses: English 101 (WRITING FOR A REASON); Business 105 (IT'S EVERYBODY'S BUSINESS); Earth Science 117 ([illegible], SEA & SKY); Psychology 105 (AS MAN BEHAVES); History 101 (THE AMERICAN STORY); and [illegible]nities 101 (IN OUR OWN IMAGE). In general, these studies demonstrate that the telecourses in question are good alternatives for on-campus classes. More specifically, they identify problem areas which the ITV Center has worked to correct; they point to strengths which the Center has utilized in other courses; and they indicate that

telecourses are at least as effective as on-campus classes in helping students cognitively and affectively.

WRITING FOR A REASON

In addition to regular course assessment surveys, several research projects have been conducted on WRITING FOR A REASON. The most comprehensive evaluation was done in its fourth semester, Spring 1976. It included a learner characteristic and demographic analysis; an investigation of the reasons for student withdrawal; pretest and posttest comparisons of student attitudes (toward writing, self-concept, the English course, and instruction via television); and pretest and posttest comparisons of writing skills. For each part of this study, twelve on-campus classes, divided among the District colleges and between day and evening students, served as control groups.

The major conclusion of this study is that WRITING FOR A REASON provides effective instruction. Both on-campus and telecourse students made significant gains in writing skills; the telecourse students performed at least as well in all categories and better in some than their campus counterparts. Both groups of students also showed overall positive gains in attitudes. In addition, the study demonstrated that the telecourse was serving a population of students which differed in some significant ways from the on-campus population. While these differences may have had some impact on student achievements in writing skills, they also point to a community need which the telecourse serves.

A study of the pilot section of WRITING FOR A REASON as an on-campus, self-paced, flexible entry composition course in Fall 1976 compared the adapted telecourse with traditional sections of English. Both groups of students made significant improvement in writing skills. Although the traditional students showed more improvement in more categories than the self-paced students, the differences in all categories were not significant. The study concluded that the self-paced method is as effective instructionally as the traditional one; further, it offers the advantages of flexibility which are of great benefit to some students.

IT'S EVERYBODY'S BUSINESS

Another elaborate evaluative study was conducted on IT'S EVERYBODY'S BUSINESS during its third semester in Fall 1976. The purpose of this study was to investigate the career interests, locus of control, attitude, and achievement of students enrolled in IT'S EVERYBODY'S BUSINESS compared to similar aspects of students enrolled in on-campus sections of introduction to business. Another purpose of this study was to gather demographic information to see if age, sex, or ethnic origin had any effect on attitude, locus of control, or achievement. This study demonstrated that IT'S EVERYBODY'S BUSINESS offers a satisfactory alternative for the traditional classroom instruction in introduction to business.

For most areas the data indicated no significant difference between the two groups. There were no appreciable changes in the career interests of students after they had completed either the television or the on-campus introduction to business courses. Nor were there any significant changes in attitude in either group after completion of the introduction to business courses. Although a significant change was observed in the television student's locus of control measures, there is question as to whether this

change was related to the method of instruction or to some uncontrollable factors. There was no significant change in this respect in the on-campus students. Both groups successfully mastered the learning objectives; however, the television group attained the higher mean score on the achievement test. The two student populations were different in many respects. The telecourse group was older, had a greater percentage of females, and included fewer minorities than the other. It is possible that these differences affected the results of this study. In any case, since the telecourse is effective instructionally and serves a distinct population, the study concludes that IT'S EVERYBODY'S BUSINESS is a viable alternative learning system for Dallas County.

EARTH, SEA & SKY

In its pilot semester on the air, Spring 1977, EARTH, SEA & SKY underwent an in-depth evaluation. The goal was to probe student reactions to the television programs, study guide, textbook, laboratory experiences, and the course in general. The study also contained a grade distribution report and a survey of students who withdrew or were dropped. Though students praised the television programming, other evidence pointed to the fact that the telecourse was too difficult. The laboratory sessions and the textbook were rated less than satisfactory. There were also problems with the study guide. It was too comprehensive for an introductory course, and binding the lab manual and study guide together made the volume unwieldy in size and organization.

As a result of the low ratings on the evaluation and the high drop-out rate, significant changes were made. A new text was selected. The study guide and lab manual were rewritten and bound separately. Laboratories were redesigned, and the quality of assistance available to students was improved.

Another in-depth evaluation with the same dimensions and concerns was conducted in Fall 1977. The results were quite positive with praise for all components, a better grade distribution, and a higher completion picture. The study concludes that EARTH, SEA & SKY is providing students with a workable alternative to regular on-campus lab science courses.

IN OUR OWN IMAGE

During the first semester IN OUR OWN IMAGE was on the air, Spring 1977, a study was undertaken to measure two important objectives: (1) a positive change in student attitudes toward the arts; and (2) an improvement in the aesthetic values of students. Although the instrument used to evaluate the latter did not reveal any useful information, there was a dramatic improvement in student attitudes toward each of the arts areas tested--music, dance, live theatre, painting, and sculpture.

Follow-up Studies

Other studies on student achievement followed AMERICAN GOVERNMENT and freshman English students who took the first of a two-course sequence by television and the second on campus and compared their performances with those of students who took both courses on campus. In all studies, the telecourse students out-performed by a slim margin the on-campus students.

Do babies and college mix? TERRY RASK thinks so. She's seven months pregnant with her second child and almost two semesters along on her college degree.

"I decided to take TV courses because I was pregnant and didn't want to be on campus everyday," she explains.

Terry started to college when her son entered first grade. She first enrolled in two on-campus classes just to see if she could handle college work. And she did very well.

With one semester of on-campus classes behind her, she was looking forward to continuing. Then she became pregnant.

The only disappointing thing about becoming pregnant again was the thought that she would have to postpone her college plans. But she found she didn't have to; she enrolled in tele-courses.

"I feel I have gotten as much out of the TV courses as I would have on campus. I've learned a lot," she says emphatically. Either on campus or via television or both, Terry Rask is going on with college.

VIII. DCCCD-PRODUCED TELECOURSES

Dallas County Community College District has produced seven college credit telecourses. Each is a complete instructional system developed specifically for the Dallas County community, but also used by nearly 300 other colleges and universities in the United States and Canada, as well as by the armed forces in Europe and Korea. An overview of each, listed in order of development, follows.

AMERICAN GOVERNMENT

The first DCCCD telecourse, AMERICAN GOVERNMENT, was developed during the summer of 1972 by a committee of faculty members. This telecourse was first offered in Dallas County in Fall 1972 to an enrollment of 399 students.

Although enrollments grew each semester, as soon as the Instructional Television Center was established in January 1974, it was decided that a complete remake was needed. The thirty fifteen-minute television programs were replaced with thirty half-hour telelessons; a comprehensive student study guide was developed; and course management procedures were improved. This new version of AMERICAN GOVERNMENT took the basic form in both structure and implementation of current telecourses. Nevertheless, substantial revisions have been made based upon systematic evaluation, particularly in the areas of course management procedures and in the student study guide. In addition, several lessons have been updated or replaced in order to keep the telecourse current.

Since its inception the course has been aired sixteen times by DCCCD and has consistently enjoyed the highest enrollment of all DCCCD telecourses. More than 12,000 District students have taken this course via television. In addition, approximately eighty other colleges have used AMERICAN GOVERNMENT.

Despite AMERICAN GOVERNMENT's great success, the District has undertaken another complete remake of this first semester course and is also adding a second semester. The new sixty-program AMERICAN GOVERNMENT is described later in this chapter.

The current AMERICAN GOVERNMENT telecourse is the first half of a survey course in the governmental system of the United States. Carrying the student through the historical, philosophical, and economic bases of western political systems, this telecourse explains the writing and subsequent elaboration of the United States Constitution; examines American federalism and the nature of citizenship from local, state, regional, and national perspectives; and explores political parties, civil rights, and the influence of pressure groups on law-making bodies. Four lessons concern Texas government, insuring that Texas state requirements for teacher certification are met.

Included in the telelessons are interviews with ranking governmental officials, dramatizations of important events, and on-location visits to such places as Mt. Vernon, Independence Hall, and the White House. Among the important figures seen on the programs are Barbara Jordan, the late Senator Hubert Humphrey, George Bush, and Robert Strauss.

This telecourse contains the following lessons:

1. Political Science--The Discipline
2. Political Development--Theory and Practice
3. English Heritage--American Revolution
4. Drafting and Adopting the United States Constitution
5. American Constitutional Evolution, Part I
6. American Constitutional Evolution, Part II
7. National Prohibition--A Case Study
8. The 25th Amendment
9. Judicial Review
10. Watergate: A Constitutional Crisis
11. Texas Constitutions--The Setting
12. Creation by Reaction--The Texas Constitution of 1876
13. The Texas Constitution of 1876 and How It Grew
14. Texas Constitutional Revision
15. The Nature of American Federalism
16. American Cities
17. The Metroplex--Challenge to Federalism
18. Regional Federalism
19. Federalism in Action--A Case Study
20. American Federalism and Health Services
21. The Nature of Politics--Influence and Power
22. Citizenship and Suffrage
23. American Political Parties--History and Organization
24. Political Parties in Action
25. Election Reporting: Rare, Media or Well Done?
26. State-wide Campaigns--A Case Study
27. Presidential Campaigns Yesterday
28. Presidential Campaigns Today--The Media Revolution
29. Pressure Groups and Interest Groups
30. The Presidential Election of 1976

WRITING FOR A REASON

One of the first projects initiated upon the establishment of the ITV Center was the creation of a first-semester English composition telecourse, which would emphasize basic writing skills. The telecourse was rushed to completion in time for the fall semester of 1974. Eight hundred and twenty-six students enrolled in the course the initial semester. To date, more than 4,800 students in Dallas County have enrolled in the open-circuit and on-campus versions of this course during the eight semesters it has been used. More than 100 other colleges and universities in the United States and Canada have also used this telecourse.

WRITING FOR A REASON is a first semester freshman composition course which focuses on teaching students to write effectively. In order to fulfill their reasons for writing in college and in most careers for which college prepares them, the lessons cover such basic writing skills as choosing and shaping a thesis; planning a composition; composing effective sentences, paragraphs, and essays.

Because good writing begins with good thinking, this telecourse prepares students to think more logically and critically. Because language is the basic medium with which one writes, this telecourse also covers high points about the way language functions historically, socially, and psychologically. Although grammar and mechanics are not part of the telelessons, students receive help in these areas from writing consultants assigned to them on their campus. These writing consultants are trained, professional instructors who evaluate the required mail-in assignments and tutor students as needed by phone and on campus.

Dancers and business people, artists and professors, actors and athletes all join in, through interviews and dramatizations, to illustrate major points. On-the-air students discuss their particular writing problems and demonstrate techniques for solving them. Throughout the course, students learn to appreciate language as a flexible process over which they can have control and through which they can, in part, control their world--as they learn to fulfill their reasons for writing.

During the semester, students write four on-campus papers (one at the initial orientation and three as a part of examinations) and eleven mail-in compositions (four one-page papers and seven papers of 500-750 words). Mail-in papers are written on

special pre-addressed automatic carbon assignment forms. These allow both the student and the writing consultant who evaluates the papers to have copies of the student essay and the teacher comments. Thus, the two can easily discuss compositions via telephone.

The course includes thirty lessons:

1. The Beginning
2. Language Options
3. The Nature of Communication
4. Readiness: Audience and Persona
5. The Paragraph
6. Unity
7. Order
8. Completeness
9. Coherence
10. The Essay
11. Special Paragraphs: Introductions
12. Special Paragraphs: Conclusions and Transitions
13. The Paper of Definition
14. The Dictionary
15. The Paper of Comparison
16. The Essay Test
17. The Paper of Classification
18. The Word I
19. The Word II
20. The Paper of Analysis
21. The Sentence I
22. The Sentence II
23. The Report
24. Epistemology and Logic
25. Fallacies
26. The Persuasive Essay
27. The English Language: A Brief History
28. The Evaluative Essay
29. The Letter of Application
30. Style

IT'S EVERYBODY'S BUSINESS

IT'S EVERYBODY'S BUSINESS, an introduction to business, was completed in Fall 1975. Offered to an initial enrollment in DCCCD of 806 students, this telecourse has since been used seven terms. It has enrolled more than 9,500 students in open circuit and on-campus sections in this District alone. Over 200 other colleges and universities in the United States and Canada have also used the course.

As an introduction to business, IT'S EVERYBODY'S BUSINESS surveys the complex range of operations which constitute the contemporary business scene. As a telecourse, it provides interviews with administrators of federal agencies, editors of national publications, chairmen of multi-million dollar corporations, union leaders, advertising specialists, and employees and employers on every level.

On-location visits to various business operations bring Wall Street, truck yards, assembly lines, computer centers, warehouses, showrooms, government agencies, and union halls into perspective. The latest business theories, as well as brief historical backgrounds, complete this overview of the way today's business community provides goods and services within the legal, ethical, and economic framework of the United States.

Covering the entire spectrum of business, IT'S EVERYBODY'S BUSINESS concentrates on two concepts: accountability and management. The business firm's accountability to the public, to the owner, and to the employee is fully explored. The management of resources through organization, finances, production, and marketing is also examined carefully.

IT'S EVERYBODY'S BUSINESS includes the following lessons:

1. American Business
2. The Business Firm
3. Environments of Business
4. Sole Proprietorships and Partnerships
5. Corporations
6. Franchising
7. Business Location
8. Sources of Capital
9. Banking
10. Security Markets
11. Bonds and Commodities
12. Accounting
13. Management
14. Internal Organization
15. Human Relations
16. Human Resources Management
17. Labor: Its History
18. Labor Unions
19. Research and Development
20. Marketing

21. Advertising
22. International Trade
23. Production
24. Transportation
25. Distribution System
26. The Service Economy
27. Insurance
28. Data Processing
29. Computer Operations
30. Future of Business

COMMUNICATING THROUGH LITERATURE

A second semester freshman English telecourse, COMMUNICATING THROUGH LITERATURE combines instruction in composition with an introduction to literary genre. Dramatized segments and concrete examples from the works of many writers in many periods bring literature to life. Poetry, drama, fiction, the essay, and film are all explored.

An impressive group of exciting contemporary British and American authors discuss their artistic concerns and writing techniques in COMMUNICATING THROUGH LITERATURE. Among them are Anthony Burgess, novelist (Clockwork Orange); Judith Crist, movie critic for magazines and television; Richard Adams, novelist (Shardik); Nikki Giovanni, poet (My House); William Safire, syndicated columnist; Joseph Heller, novelist (Catch-22); Charles Kuralt, national television essayist; and Jean Marsh, television dramatist (Upstairs, Downstairs).

COMMUNICATING THROUGH LITERATURE is particularly strong in teaching students to write more effectively. Several lessons prepare the student to write special kinds of papers, and the entire course stresses the art of writing literature and the skill of writing about literature. First offered in Fall 1975, this telecourse enrolled 410 District students the initial semester. Remade in Fall 1977, it has been offered five times, and more than 2,000 students have enrolled in the DCCCD alone.

The following lessons are included in COMMUNICATING THROUGH LITERATURE:

1. Why Study Literature?
2. Writing About Literature
3. Introduction to Fiction
4. Basic Elements of the Short Story
5. Theme in Fiction
6. Universal Themes in Fiction
7. A Look at Science Fiction
8. Writing About Fiction
9. Introduction to Poetry
10. Form of Poetry
11. Language of Poetry
12. Theme and Voice in Poetry
13. A Contemporary Poet
14. Writing About Poetry
15. Introduction to Drama
16. Oedipus the King
17. "The Boor"
18. "Riders to the Sea"
19. Contemporary Theater
20. Writing About Drama
21. Film History I
22. Film History II
23. The Making of a Film
24. Writing About Film
25. Introduction to Non-Fiction
26. More Non-Fiction
27. Literary Essay I
28. Literary Essay II
29. Conclusion I
30. Conclusion II

IN OUR OWN IMAGE

An award winning telecourse, IN OUR OWN IMAGE was first offered in Spring 1977. It enrolled 696 students in the District the first semester. Used for three semesters, this telecourse has enrolled 1,542 District students. Cited for excellence as a series, IN OUR OWN IMAGE won the Bronze Award in the 20th International Film and TV Festival of New York.

IN OUR OWN IMAGE is an introduction to the humanities. It focuses on some very basic notions about people--how they see things and what they care about--and some very basic notions about the fine arts--how they are created, how they communicate, and how they can be evaluated. Combining basic information about five major arts areas (painting and

sculpture, music, dance, theatre, and film) with behind-the-scenes explorations of all of them, this telecourse features on-location film and in-depth interviews with important figures in the arts.

Among the many prominent people who have contributed to the series are Thomas Hoving, Director of the Metropolitan Museum; Arthur Mitchell, Director of the Dance Theatre of Harlem; Willie Nelson, country and western music star; Fernando Bujones, American Ballet Theatre; Gus Giordano and his Jazz Dance Troupe; Doris Chase, New York filmmaker; Mervyn LeRoy, Hollywood director; and Warren Beatty, actor.

Throughout the telecourse the student sees not only the finished work of art, but also the creativity, discipline, emotion, and work which make the art live. In this way, the barriers between the humanities and everyday life are removed, and the students can participate fully in these relevant activities.

In addition to the usual course components, IN OUR OWN IMAGE includes student activity packets (bound into the study guide), an art print book, and an audiocassette of musical selections. The "lab" experiences for which the student pays a small fee include a musical event, such as a symphony concert or an opera; a guided tour of an art museum; and a professional theatre performance.

The lessons in IN OUR OWN IMAGE are arranged into the following units:

Introduction

1. On Being Human
2. A Choice of Values

Visual Arts

3. The Creative Eye
4. The Image Explored
5. The Critical Process
6. The Artist at Work
7. The Changing Eye
8. The Artist-Inside/Out
9. The Museums at Work
10. Inside Museums

Music

11. Sounds
12. Musical Possibilities
13. Country Cookin'
14. Sounds of the City
15. In Concert

Dance

16. Movement Possibilities
17. Dancers at Work
18. In Performance

Theatre

19. Of Masks and Men
20. Behind the Curtain
21. Theatre at Work
22. In Production
23. Opening Night

Film

24. Through the Lens
25. On Location
26. Looking Back

Arts in Environment

27. The Business of Art
28. Private Places
29. Public Spaces
30. Looking Ahead

EARTH, SEA & SKY

EARTH, SEA & SKY is an award winning introductory telecourse in earth science. In DCCCD it is offered only as a four semester hour laboratory course. Three hundred and twelve students enrolled in District colleges when it was first offered in the Spring 1977. Since then, it has been offered two more times and has enrolled 803 District students. More than 150 other colleges and universities in the United States have used this telecourse. The course design allows it to serve either as a laboratory science with well-designed at-home and on-campus laboratory experiences or as a non-laboratory introduction to the beauty and variety of this blue-green planet.

"Lunar Geology," program 28, was awarded the Gold Cindy, the highest possible award

for a science education film at the Information Film Producers of America, Inc., Annual Awards in Chicago, in 1977.

EARTH, SEA & SKY is the study of our planet's place in the universe. Although astronomy, meteorology, climatology, and oceanography are all included, the major concentration is on geology. Stressing the scientific method, it introduces the student to the tools of scientific investigation, and helps the student improve his own powers of observation and interpretation.

Surveying the scientific findings about earth and its solar system, EARTH, SEA & SKY looks deep into space, probes far back into time, extrapolates into the future. Film segments project the student into all the rich variety of planet earth--and beyond. From caverns to outer space, from glaciers to volcanoes, from mountain peaks to ocean depths, from the quiet weathering of ground water to the violence of earthquakes.

DCCCD students must complete four on-campus laboratories during the semester. The course also requires fourteen home laboratory experiences or field exercises.

There are thirty lessons in EARTH, SEA & SKY:

1. Introduction to Earth Science
2. Matter and Minerals
3. The Solar System
4. Interstellar Space
5. Atmospheric Phenomena
6. Predicting the Weather
7. Modern and Ancient Climates
8. Causes of Climate
9. Oceanography
10. Ocean Life
11. Volcanoes
12. Weathering and Erosion
13. Deposition and Sedimentation
14. Metamorphism
15. Glaciers
16. Deserts
17. Ground Water
18. Earthquakes
19. Structural Geology
20. Earth History
21. Plate Tectonics
22. Remote Sensing
23. Economic Geology
24. Energy Resources
25. Environmental Geology
26. National Parks I
27. National Parks II
28. Lunar Geology
29. Geology of the U.S.A.
30. Summary of Earth Science

THE AMERICAN STORY

On the air for the first time in Fall 1977, THE AMERICAN STORY enrolled an unprecedented 926 students in District colleges. Offered again in Spring 1978, the course enrolled 699 District students.

THE AMERICAN STORY narrates the fascinating story of this country from its beginnings to the Centennial celebration of the United States in 1876. Taking a balanced view, this telecourse examines important national controversies and crises from several viewpoints.

America's story is told on location against the backdrop of sites of national significance, such as Roanoke, Jamestown, Plymouth Plantation, Williamsburg, Boston, Independence Hall, Valley Forge, Yorktown, Mt. Vernon, Monticello, West Point, Walden Pond, New Harmony, Gettysburg, and Appomattox.

Dramatizations of important events and interviews with renowned historians vitalize the epic story. Richard Miller, Leona Guirard, Richard Bushman, Glenn Linden, Jack Abramowitz, and the late Justice Tom Clark are only a few of the historical authorities whose expertise lends depth and excitement to THE AMERICAN STORY.

There are thirty lessons in this telecourse:

1. The First Americans
2. Rediscovering America
3. The English Settlements
4. Pilgrims and Puritans
5. Life in the Colonies
6. Colonial Society
7. War for Empire
8. Road to Revolution
9. Declaring Independence
10. Colonials and Redcoats
11. Victory at Yorktown
12. Creating a Republic
13. Experiment in Government
14. The Federalist Era
15. Jefferson as President
16. War of 1812
17. Nationalism
18. The Emerging Nation
19. The Age of Jackson
20. Expansion and Removal
21. Social Reform
22. Manifest Destiny
23. War with Mexico
24. The Gold Rush
25. Eve of Conflict
26. The Blue and the Grey
27. Road to Appomattox
28. Reconstruction
29. Rebuilding the Union
30. Centennial

NEW AMERICAN GOVERNMENT

In production now is a new sixty-lesson sequence in American government. These lessons will form a complete two-semester telecourse for District colleges. However, other institutions will be able to draw lessons from the sixty lessons to create their own American government survey course. Produced by a consortium--including DCCCD; Coast Community College District, California; Chicago City Colleges, Illinois; and Tarrant County Junior College District, Texas--under the leadership of DCCCD, the complete telecourse will be ready for use in the Spring 1979 semester.

Academicians from the consortium colleges are working together as a national team to insure academic content and instructional effectiveness. Film crews are traveling the nation to capture local, state, and national governments in action. More than 200 officials from every level of government lend their expertise to the series. Thus, though Texas, California, and Illinois will serve as primary examples and as subjects for comparisons, the course is definitely national in scope.

After one semester's field test by the consortium colleges, the refined system will be offered for national distribution as AMERICAN GOVERNMENT I, AMERICAN GOVERNMENT II, and AMERICAN GOVERNMENT SURVEY.

AMERICAN GOVERNMENT I

AMERICAN GOVERNMENT I will replace the current government telecourse. It will survey the historical, philosophical, and economic bases of western political systems and explain the writing and subsequent elaboration of the United States Constitution. The concentration will be on American federalism and the way it functions from the local, state, regional, and national perspectives. State government will be covered with California, Illinois, and Texas as representative models. This course will satisfy the Texas state teachers certification requirement for Texas and national government.

Representative Barbara Jordan, Michael Harrington, William F. Buckley, Jesse Jackson, Senator William Proxmire, Governor James Thompson of Illinois, Jody Powell, Jack Valenti, Bill Moyers, and Ralph Nader are only a few of the important figures who will discuss their perceptions about the way federalism operates and should operate.

A complete instructional system, AMERICAN GOVERNMENT I contains the following lessons:

1. Values of Democracy
2. Democratic Process
3. The Future of Democracy
4. The Computer and Democracy
5. A Case Study of Democracy: Civilian Control Over the Military
6. Background to Constitutional Convention
7. The Constitutional Convention
8. The Changing Constitution
9. Amendment Process
10. The Living Constitution: How It Works
11. Comparison of State Constitutions in Texas, California, and Illinois
12. Federalism: The Division of Power Between the Nation and the States
13. How Federalism Works
14. State Governments: The Role of the States in the Federal System
15. Local Governments
16. Metropolitan Areas: Regional Inter-Governmental Cooperation
17. The Future of Federalism: A Case Study of Regional Transportation
18. Political Socialization
19. Political Participation
20. Case Study of Handicapped Interest Group on Political Socialization and Participation
21. Public Opinion: What Is It--Where Is It?
22. The Media and the Government
23. Interest Groups: Functions and Methods
24. Opinion Leaders: The Case of Ralph Nader
25. An Interest Group in Action: A.M.A. and Medicare
26. Political Parties: Their Functions
27. Political Parties and the Election Process
28. A Citizen Chooses a Presidential Candidate
29. Election of a President: The Carter Campaign
30. Selection of a President by Presidential Character Model

AMERICAN GOVERNMENT II

AMERICAN GOVERNMENT II will provide the second half of a two-semester sequence in the governmental system of the United States. An in-depth study of the three branches of government, this telecourse will explore the Presidency, the Congress, and the Judiciary from many different perspectives. The history, function, philosophy, selection, policies, and the consequences of the actions of each of the three branches and their subsidiary agencies will be examined in theory and in practice.

William Clements, Midge Costanza, Hugh Carter, Elliott Richardson, Walt Rostow, Senator Charles Percy, Senator John Tower, Senator S. I. Hayakawa, Senator George McGovern, Senator William Proxmire, the late Senator Hubert Humphrey, Representative Margaret Heckler, Representative Yvonne Burke, Representative Jim Wright, Judge Sarah T. Hughes, John Henry Faulk, Linda Brown (of the famous Brown vs. Board of Education), Madelyn Murray O'Hare, and Liz Carpenter are only a few of the numerous important figures who will share their perceptions about the ways the Executive Branch, the Legislative Branch, and the Judicial Branch of government operate and should operate to fulfill the functions of constitutional government with civil liberties and justice for all.

AMERICAN GOVERNMENT II contains the following lessons:

1. The Roles of the President
2. A Day in the Life of the President
3. Functional Presidency
4. The Historic Presidency
5. The Staffing of the Presidency
6. The Bureaucracy
7. The President and the Budget
8. Foreign Policy
9. Domestic Policy: Who Makes It and How?
10. Philosophies of Representation
11. Structural Congress: Comparison Between Senate and House of Representatives and Powers of Congress
12. Congressional Power Relative to Presidential Power
13. Congressional Oversight
14. How a Bill Becomes Law
15. A Triple Alliance
16. A Comparison of the Texas and California State Legislatures
17. Judicial Organization and Philosophy
18. The Supreme Court
19. Judicial Review: What It Is and How It Works
20. Selection of Judges: The Impact on Decision-Making

21. Type of Law and the American Legal System
22. Capital Punishment or Rehabilitation
23. Civil Rights and Liberties
24. The 14th Amendment
25. Freedom of Speech and Press
26. Freedom of Religion
27. Rights of the Accused
28. Equal Rights for Minorities
29. Busing and Integration
30. Women's Rights

AMERICAN GOVERNMENT SURVEY

A one-term overview of the governmental system of the United States, AMERICAN GOVERNMENT SURVEY will include the theoretical lessons from AMERICAN GOVERNMENT I and II, selected programs of illustration, and selected case studies. Each institution can pick lessons from the sixty-lesson sequence which will best serve its own needs. Regardless of which lessons are chosen, the complete instructional system will remain intact.

The following sample list suggests the possible content of an AMERICAN GOVERNMENT SURVEY. (The programs with asterisks are basic to the course; the others are possible illustrative lessons or case studies.)

*1. Values of Democracy
*2 Democratic Process
*3. Background to Constitutional Convention
*4. The Constitutional Convention
5. The Changing Constitution
6. The Living Constitution: How It Works
*7. Federalism: The Division of Power Between the Nation and the States
*8. How Federalism Works
9. State Governments: The Role of the States in the Federal System
10. Local Governments
11. Metropolitan Areas: Regional Intergovernmental Cooperation
12. The Future of Federalism: A Case Study of Regional Transportation
*13. Political Socialization
*14. Political Participation
*15. Public Opinion: What Is It--Where Is It?
*16. Interest Groups: Functions and Methods
17. Opinion Leaders: The Case of Ralph Nader
18. An Interest Group in Action: A.M.A. and Medicare
*19. Political Parties: Their Functions
*20. Political Parties and the Election Process
*21. Election of a President: The Carter Campaign
*22. The Roles of the President
*23. The Bureaucracy
*24. Structural Congress: Comparison Between Senate and House of Representatives and Powers of Congress
*25. Congressional Oversight
26. How a Bill Becomes Law
*27. Judicial Organization and Philosophy
*28. Selection of Judges: The Impact on Decision-Making
*29. Civil Rights and Liberties
*30. The 14th Amendment

Treasurer of an aviation company, RON COLLINS has had a good deal of experience with money. To add to his expertise, he has taken many courses in business and accounting over the last twelve years. However, this spring brought him two new educational experiences in one--a college course in humanities delivered by television.

Ron enrolled in the humanities course because it was a required subject for a college degree. He enrolled in it on television because he thought it would be "a nice way to take the course."

And he thinks he made the right decision. "I think I really learned a great deal from it," he says. "And I enjoyed it." Part of that enjoyment was being able to choose his own environment while watching the programs.

As a night student enrolled in nine hours of on-campus classes, Ron Collins likes having an alternative to spending every evening on campus. Telecourses have turned out to be a good way for the treasurer to save time--which he says is always a good investment.

IX. INTERNATIONAL DISTRIBUTION

In 1975 DCCCD added distribution of telecourses to other colleges and universities to the functions of the ITV Center. Already other colleges that received the KERA broadcast signal via open circuit or cable had used one or more of the DCCCD courses. Also, a few other producers of college courses, in their attempts to place their own materials, had seen Dallas courses and considered them excellent. The Maryland Public Broadcasting Authority leased one course for a consortium of Maryland colleges in Fall 1975. However, a real marketing effort was needed to achieve the District's goal of a fully self-supporting ITV Center.

DCCCD's public debut into the marketplace took place at the 1976 conference of the American Association of Community and Junior Colleges in Washington, D.C. Here, eighty-five leading administrators from two-year colleges attended a breakfast at which DCCCD presented excerpts from and handouts about its four complete college credit telecourses. Since then more than 250 colleges and universities in the United States and Canada have used or are using DCCCD materials. Hundreds of other colleges have previewed or are examining them. Four courses are used as part of an outreach program on army bases in Europe and Korea.

Prices for leasing telecourses vary according to tape stock requirements, methods of use, consortia arrangements, and other considerations. The usual agreement requires that the client furnish the raw tape and pay a lump sum lease fee for the first term, plus a per student fee based on actual enrollments. Second and succeeding term lease fees are significantly reduced, since there are no more expensive dubbing charges to absorb with the lease contract. Clients may make cassette copies of the telelessons to use in learning centers during the lease period. Also, clients may hold telecourse tapes without use for one year if they intend to use the course again, thus preserving the cost benefits of a second term lease arrangement. A special contract can be arranged to allow on-campus use of the telecourse in the interim.

Some clients prefer to buy videocassettes to use on campus or at off-campus sites. DCCCD sells individual lessons and learning units, as well as complete telecourses. However, there are usually no broadcast or duplication privileges with outright purchases without special negotiations.

Clients generally praise the production values of the telelessons, the soundness of the instructional system, the thoroughness of the study guide, and the helpfulness of the customer support services. The promotional materials, including the award winning public service television spots, and the consultant visits have been especially well-received. The majority of clients between Fall 1975 and Spring 1978 have become steady customers who not only lease new DCCCD courses, but also continue to reuse the older ones. Negotiations for the seventh year indicate that this trend will continue.

Why would an auto mechanics instructor enroll in telecourses?

"At first I was just curious, and then I found I could take telecourses at the same time I take my Vocational Certification courses," says JAMES POWELL, auto mechanics enthusiast and teacher.

After nearly thirty years away from formal education, he returned to college in order to obtain teacher certification. "I wasn't prepared at first," he admits. "It seems different this time in school. It takes more discipline."

Now that he's rolling, however, he has decided to go ahead and work toward a baccalaureate degree. This father of three has already taken two telecourses and plans to take others.

"I enjoyed the government course--that's my thing," he says. He has also completed the humanities course. Though he still doesn't have a special interest in all of the arts, he likes some of them and he found most of the programs interesting.

What's the best part about taking telecourses for James Powell? He has a ready answer: "Telecourses are enabling me to speed up getting my degree."

X. ITV CENTER STAFF

The ITV Center's chief administrator is the Director of Instructional Television, who oversees the selection, design, production, implementation, public and internal information, and international distribution of DCCCD telecourses.

The Director of Information and Distribution is responsible for local, national, and international information and promotion for the ITV Center; for distributing DCCCD telecourses to other institutions; and for customer services. An Assistant Director helps fulfill these duties.

The Director of Course Implementation supervises and coordinates the use of open circuit telecourses in DCCCD colleges. Responsibilities also include overseeing ITV Center production of materials for District-wide use, and designing effective management strategies for courses DCCCD produces and adapts.

The Instructional Design Specialist works with the faculty committees to design effective telecourses. Overseeing the writing and the production of the print elements for the courses is a continuing responsibility after the video production has been released to the television producer.

The ITV Business Manager oversees budgets, expenditures, and income from all phases of the ITV Center's local and international operation. An Accounting Clerk helps fulfill these duties.

There are two telecourse Producers. As a general rule, one producer is assigned to each course, though they may assist one another in various ways. The producers insure that each television program makes the most effective use possible of the video medium. Each producer has a Production Assistant.

The television Film Director supervises all film production as required for the television programs. He also maintains a photographic record of the ITV Center's operation. He is assisted by a full-time Film Editor and freelance professionals as needed.

Housed in the District office of Resource Development, the Research Design Specialist develops research instruments to assist the ITV Center in evaluating activities and identifying specific areas of excellence and areas of weakness. Each completed project generates a research report. Ongoing research is reported periodically.

Clerical Staff at the ITV Center includes secretaries to various administrators; hotline operators; clerk-typists; and other personnel as needed.

Part-time Specialists perform many useful functions for the ITV Center. Writers, artists, academicians, filmmakers, editors, copyreaders, and others provide expertise and professionalism as required.

ANNIE B. SMALLWOOD had last attended school in the early fifties before enrolling in her first telecourse. At forty, she was apprehensive about returning to college after such a long time. Although she was already a certified operating room technician, she wanted to obtain her nursing degree.

Five telecourses later, Annie now encourages those who want to attend college for the first time to try telecourses.

"People my age should go back to school to keep in touch with the times," she says. "This is the opportunity I've always wished for. It's like mental first aid. Telecourses give me a different outlook on life. They've really improved my sense of my own value."

Currently enrolled in business and psychology on TV, she has had to drop two on-campus classes because of transportation problems; but she will be able to complete the telecourses at home.

Annie B. Smallwood has found instructional television a good way to tune in to her career goals.

XI. CONCLUSION

During the first six years as a major user and producer of telecourses, DCCCD has asked some very basic questions about television as an instructional medium. Out of the experience of these six years have come answers which demonstrate the usefulness of telecourses as a part of the District's instructional program.

Who can take telecourses?

Potentially, almost anyone can take telecourses, for almost all of the homes in Dallas County and in the United States have television sets. In addition, DCCCD libraries and many other public and private community facilities have the equipment to use telecourses or videocassettes.

Who does take telecourses?

Thousands of people in Dallas County and many more in other areas enroll in telecourses every semester. The population is distinct from the on-campus population. Most telecourse students have been out of school several years. Most of them work. Some cannot afford the time or the money to travel to campus for classes; some are homebound by responsibilities or handicaps. Many are enrolled in on-campus as well as television courses. Most are working toward baccalaureate degrees, and they expect their telecourse credits to have a positive effect upon their careers.

Are telecourses academically credible?

The academic content of DCCCD courses is developed by an advisory committee composed of professional teachers from District colleges and other post-secondary institutions, assisted by a team of instructional design specialists. Standards and objectives are the equivalent of their on-campus counterparts. In addition, experts and authorities from across the country lend their expertise as consultants and as on-camera discussants.

Do telecourses really teach?

Research demonstrates that students learn as well via television as they do by any other mode, including the traditional classroom. Grade distributions, attrition rates, mastery of objectives, and achievements in subsequent courses are quite similar in DCCCD for on-campus and television students.

Do telecourses transfer to other colleges?

DCCCD offers many alternative instructional systems for credit courses; among them is television. Completion of a credit course, regardless of its delivery, is recorded without special notation on the student transcript. As a validated record from an accredited institution, DCCCD credits are readily accepted for transfer by other colleges and universities.

In what ways can telecourses be used?

Besides open and closed circuit broadcasting for college credit, telecourses are easily adapted to self-paced and flexible-entry modes in learning centers (on and off campuses). Individual lessons or groups of lessons also make excellent learning modules and classroom supplements.

Will television replace college classrooms and college teachers?

A wag once said that if teachers can be replaced by television sets, they should be. However, it doesn't appear that television can or should replace either classrooms or teachers. By meeting students' needs, telecourses recruit students to additional college coursework--and that means to more telecourses and to more on-campus courses, too. Scarcity of broadcast time and the expense of production preclude a complete college curriculum via television. Some content areas and some learning objectives do not lend themselves to a television format or to distant learning. Further, an on-campus instructor is essential to the management of each DCCCD telecourse. Television provides another way to reach people who are not reached by traditional modes. It augments the full District program without supplanting any part of it.

What do on-campus faculties and administrators think of telecourses?

The 100 plus professional academic staff members who are directly involved with implementing telecourses at District colleges think telecourses are good alternative learning systems which serve Dallas County well, and they work hard to make the telecourses and their implementation even better. Though others sometimes express concern about the quality of instruction, students' achievements, and the possibility that television means the end of campus instruction, presenting the facts about DCCCD telecourse students and courses through meetings and newsletters usually alleviates the problem.

What do students think about telecourses?

Students are overwhelmingly positive about telecourses. Comments about and ratings for specific course elements, as well as overall course evaluations, demonstrate that most students find telecourses as a concept, in addition to the particular telecourses in which they are enrolled, satisfying educational experiences.

Are telecourses cost-effective instructional systems?

In DCCCD, telecourses provide cost-effective instruction. Depending on enrollments and varying by college and by course, instructional costs per student are generally lower for telecourses than for their on-campus counterparts. Beyond the strictly monetary considerations, however, telecourses offer quality college education to a population not completely served by other instructional methods.

Are telecourses really justified as a part of DCCCD's mission?

DCCCD is dedicated to making high quality college education available to all the citizens of Dallas County. Despite the fact that all county residents are within a twenty-minute drive of a District college, there are still those who find that classes on a college campus do not serve their needs or fit their schedules. For six years telecourses have provided college credit courses via KERA/Channel 13 for those residents who want or must have a distant learning mode for some or all of their college work. Television reaches out, extends the college campus to every home in the community. Further, telecourses have proven themselves to be accountable--academically, financially, and instructionally. Thus, telecourses serve as a well-justified alternate delivery system and play an important part in DCCCD's mission to serve well the whole of the Dallas County community.

UNIVERSITY OF CALIF.

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